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ABSTRACT

Four of the 17 papers in this collection focus on library services for children; the remaining 12 are concerned with public libraries. The papers on children's libraries appear first on this list: (1) "A Study of Integrated Services" (Selma K. Richardson, United States); (2) "Partnership and Prosper: A Broader View of Children's Libraries" (Roy Hutton, United Kingdom); (3) "Library Services to under Fives" (Linda Hopkins, United Kingdom); (4) "Teenage Activities: Xchange, Bradford's Library for Teenagers" (Sally Williams, United Kingdom); (5) "Public Lending Right (PLR): The UK Experience" (John Sumsion, United Kingdom); (6) "The Round Table of National Centres for Library Services" (Dick Reumer, Netherlands); (7) "Centralized Library Service" (Jan Gumpert, Sweden); (8) "Centralized Services for Libraries" (W. De Ceuster, Belgium); (9) "Library Development Worldwide: The Role of the British Council" (Gillian Roche, United Kingdom); (10) "Annual Reports of Sections of the Division of Libraries Serving the General Public" (Section of Public Libraries, Libraries Serving Disadvantaged Persons, School Libraries Section, and Section of Children's Libraries); (11) "The Work of INTAMEL (International Association of Metropolitan Libraries)" (Constance Cooke, United States); (12) "The Recent Public Lending Right Scheme in the Netherlands" (Herman Cohen Jehoram, Netherlands); (13) "Libraries and Adult Education: City Perspectives" (Patricia Coleman); (14) "Libraries and Continuing Education in Australia" (Christine Crocker, Australia); (15) "Libraries and Continuing Education in the United Kingdom: A Strategy for Cooperation" (David Lewis, United Kingdom); and (16) "Libraries and Adult Education: County Perspectives" (W. Gwyn Williams, United Kingdom and (17) "Outreach: Promoting Recreational Reading to Families" (Dina Thorpe). (CGD)

53rd IFLA COUNCIL
& GENERAL CONFERENCE
BRIGHTON, UNITED KINGDOM
16 – 21 AUGUST 1987

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Division of Libraries Serving the General Public

SECTION OF CHILDREN'S LIBRARIES

Sessions: 91 Tuesday 10.30 – 12.00
104 Tuesday 13.00 – 14.30

A study of integrated services *(97-CHIL-1-E)*	Selma K Richardson Graduate School of Library and Information Science University of Illinois Urbana USA
Partnership and prosper: a broader view of children's libraries *(106-CHIL-2-E)*	Roy Hutton Devon Library Services Exeter UK
Library services to under fives *(114-CHIL-3-E)*	Linda Hopkins Nottinghamshire County Library UK
Outreach: promoting recreational reading to families *(115-CHIL-4-E)*	Dina Thorpe
Teenage activities: Xchange, Bradford's library for teenagers *(116-CHIL-5-E)*	Sally Williams Bradford Library and Information Service UK

SECTION OF PUBLIC LIBRARIES

Session: 82 Tuesday 08.30 – 10.00

Public Lending Right (PRL): the UK experience *(44-PUBL-1-E)*	John W Sumsion Registrar of Public Lending Right Stockton-on-Tees UK

DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC

Session: 73 Monday 13.00 – 14.15

The Round Table of National Centres for Library Services *(26-ROTNAC-GENPU-1-E)*	Dick Reumer Dutch Centre for Public Libraries and Literature The Hague Netherlands

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97-CHIL-1-E

A STUDY OF INTEGRATED SERVICES

Selma K. Richardson, *Associate Professor, Graduate School of Library and Information Science, University of Illinois, Urbana, Illinois, USA*

ABSTRACT

The integrating of children's services with adult services in the public library is discussed. The experiences of Baltimore County Public Library in eliminating specialists in children's and adult services infavour of staffing the libraries with generalists are noted. Explored are someof the possibilites and problems of integrated reference and reader's advisory services and integrated nonfiction collections. The findings of a studyof preferences of administrative librarians and children's librariansregarding integrated services are reported.

At the outset, let me acknowledge that the several types of children's libraries that I am neglecting in this paper. The only kindof children's service I shall speak of is that which is a part of thepublic library. My very use of the phrase, "a part of," already suggests a measure of integration. But, within the public library should services to children and adults be separated or integrated? Selecting one word over theother might prove difficult. We can, however, consider components that mightbe separated or integrated and the attending problems and possibilities.

Certainly children's and adult services must seek to fulfill the same "national" mission of the public library. In a specific library,goals would be established for that library. If goals are, in addition,stated for children's services, these goals would have to be consistent withthe library's goals. The same would hold true for objectives, which areusually more specific and meant to be measurable. Goals and objectives give direction and focus to the library's operations; the parts must work together and be compatible to move forward.

Within public libraries, however, distinctions are made between children's and adult services. There are book collections for childrenand for adults (and for young adults, too). There are areas of the library designated for the children's department and areas meant for adults. Asof late boundary lines for these places are less frequently made distinctby walls. There are group programs for children and programs for adults,but there are, also, programs and activities where age is not a factor.Members of the professional staff, when there is more than one librarian in a library, commonly will have responsibilites for children's or adult services. When there is but one librarian, it is without doubt, appropriate to conclude the staff is integrated, even though collections and programs might not be. Obviously, reference and reader's advisory services will be integrated in the one-librarian library. Collections, facilities, staff, and services (meaning programs and service to individuals) tend to be separated in public libraries, to be classified as for children or for adults. To attain goals and objectives under such circumstances, there would have to be some "partnerships" or cooperation.

Might collections, however, be integrated? Or, could the non- fiction books for children and adults be interfiled on the shelves? Can a librarian answer the reference questions of both children and adults and offer reading suggestions to all ages? Can a librarian handle programming intended for any age segment of the library's community? For some, the answer to all the questions would be immediate and the same. "No!". When pressed for reasons for the answer, responses would vary from the pertinent to irrelevant, from the emotional to thoughtful. Let's consider a situation in which "Yes" was the answer.

The Baltimore County Public Library (BCPL), a system of fourteen branches and eight satellite agencies serving the area outside the city of Baltimore, has implemented plans in the past decade to integrate nonfiction collections and to make all its librarians "generalists," meaning that age-level (children and adult) specializations were eliminated. It should be understood that these organizational plans were developed in response to impending budget constrictions. The innovations were not originally proposed as ideal ways to provide service; the proposals were meant tobe viable and fiscally responsible means to deal with shrinking budgets. It must also be understood that the generalist concept and the integrated shelving are but two elements of two five-year plans that encompass ever so much more that I can begin to discuss today. It is a disservice to the plans for me to talk about parts of them without accounting for underlying principles that include (1) selection policies and techniques that are centralized and meant "to satisfy demand,: (2) "merchandising" the collection, for example, by housing books so front covers, rather than spines, are seen by users, and (3) strengthening services to users (68%of the residents already registered borrowers), in preference to attracting nonusers. The dynamic leadership of Director Charles W. Robinson, aswell as participatory management, must be credited for expediting plans. For more complete descriptionhs of the plans and planning processes, onemust read *Growth Without Expansion*[1] and a piece by the project director.[2]

According to the planners at BCPL, to offer the highest quality library service, it is crucial to (1) make available a well-selected, well-maintained collection and (2) employ a competent, well-trained, and enthusiatic staff. Many librarians would readily agree. Controversial, however, are the means that BCPL planners have determined are the most cost-effective to attain this service. Consider, for example, the generalist, alibrarian capable of providing the full range of library services to all users, regardless of age. Despite prior specialties in children's or adult services, all professional staff members are expected to perform, or become proficient in doing, three service functions:

1. (1) Information services; including reference and reader's advisory services, providing answers to requests about fiction and nonfiction materials, whether the questioner be child or adult. All ages are served at the reference desk.
2. (2) Collection development and maintenance; including weeding, selecting, and merchandising. An area of responsibility is allocated to each generalist, however, within the area the librarian is responsible for materials published for children and adults.
3. (3) Programming; group programs for which five types of audiences are named: preschool, school age, young adult, adult or family, and senior.

The conversion period allowed for in-service staff development. The reference desk was attended by a team, one person a former adult services librarian, the other a former children's librarian. Children's librarians, former that is, taught others how to prepare and conduct programs for children in the library and in schools. One staff member wrote that the experience of working "as a team on the whole spectrum of public service fostered a free-flowing communication among the entire professional staff."[3] Others mentioned a new respect for co-workers.

Meacham, a former staff member, noted some of the concerns regarding generalists, concerns that have been echoed by children's librarians elsewhere. (1) The generalist must be familiar with fiction collections for both children and adults to answer successfully users requests regarding reading suggestions. Can one person keep up with two fiction collections? (2) While children's librarians usually take courses in reference in library school (courses that frequently focus on adult reference services and sources), adult services librarians seldom have had preparation in working with children. Does communicating with children require a special ability and desire? (3) At present, former children's librarians are relied upon for their special expertise. However, staff members reportedly cannot keep up with new material in their former specialty. As specialties wither, who will supply the backup and training?[4]

In public libraries, typically, a degree of integrated reference and reader's advisory services already exists even though there are separate reference desks for children and adults. Users are sent from one desk to another to pose their requests to the librarians better able to provide answers. The question raised is would users be better served if they weren't shuttled between desks? Or, should users be able to get their answers at one place (one-stop shopping)? Yes and no, for a number of reasons having to do with the librarian's skill in conducting the reference interview, experience in dealing with the type (age or whatever) of user seeking assistance, and knowledge of the subject of the request and the collection. The librarian, whether children's or adult, who possesses the ability to listen to and gently question the user is likely to negotiate successfully the reference interview. The interpersonal skills of the librarian are probably more germane than the age of the questioner. Some children's librarians argue that children cannot articulate their needs. My experience has been that children can be quite articulate! Furthermore, adults sometimes can be at a loss for words to explain requests.

The studies of children's reference service are, unfortunately, not many in the U.S. literature. One study, nevertheless, does suggest a way that reference services are already integrated. In an analysis of reference service in one children's department it was found that 56% of the reference questions and 70% of the reader's advisory questions were asked by adults. Harrington concluded children's librarians need to be prepared to work with adults. In her summary she commented that children's librarians are isolated having little contact with adult reference librarians and that children's reference service is considered "easy reference" because of the clientele served.[5]

Those who speak for integrating the children's and adult nonfiction collections usually point out that one advantage is that the user (or librarian) need not trek between two collections to gather books. On the other hand, the user probably had to survey a larger area to get to the desired section. Another advantage cited is that, since for any given subject the books for children and adults are brought together, the user can choose the most appropriate books for particular needs. This might encourage adults to use children's books, which I find commendable. If the number of titles available on a subject is few, at least the choices are greater when the collection is integrated. However, that books are interfiled will also mean the user might need to wade through more titles irrelevant to particular needs. Furthermore, a user at one time might like to see all that is available before making choices while at another time might want to go directly to the "best" book for his/her purposes. Proponents suggest that integrated shelving cuts down on the need to buy the same title for two collections. Even so, additional copies of some titles will have to be bought as demand necessitates and it is conceivable that those titles that would merit inclusion in both collections would be likely candidates. And lastly, the maximum allowable height of the shelving must be accounted for. Children, incidentally, are not the only people to find high, as well as low, shelves disturbing.

A decade ago, as part of a larger study, I queried librarians concerning their opinions regarding the separation (or integration) of children's services. I could not find at that time any surveys that addressed the issue nor have I come across any studies dealing with the specific question in the years since 1977. The research project, *An Analytical Survey of Illinois Public Library Services to Children,*[6] used as subject 32 libraries, selected by the staff of system (regional) library headquarters for the quality of their children's services. The libraries were of various sizes representing urban, suburban, and small-town settings. Twenty-eight of the libraries were served by, at least, a head librarian and a children's librarian. In four of the libraries one person served as head and children's librarian.

The sixty librarians were asked a question that required them to state a preference for "separated" or "integrated" children's services. (Responses did not need to reflect the circumstances in which the librarians worked.) The question, as stated in the interview schedule, read: Under the most favorable conditions do you think children's services, personnel, materials, and facilities should be separated from the rest of the library or integrated into the rest of the library? The appendix of this paper shows the seven categories of response and the findings in percents.

The administrative librarians and children's librarians basically agreed upon five of the seven items or elements of service. Four-fifths of the librarians preferred "separated" programs and book collections. Conversely, about one-fifth of the librarians favored "integrated" programs and book collections. That about 20% give preference to integrated programs might be explained by the fact that many programs presented in the children's area for adults--parents or those who work with children. The 20% giving preference to integrated book collections had to be responding to "the most favorable conditions" of the question, not existing circumstances, because only one library in the study had an integrated nonfiction collection. The finding suggests that some librarians see integrated book collections as desirable, even though in practice such collections are rarely found.

With regard to facilities, about 70% of the librarians favored a special (or separated) area for children. Again, 30% favored integrated facilities. With regard to nonbook materials (films, recordings, etc.) about 60% of the librarians felt the resources for children should be separated from the other nonbook materials. Less than half, about 45%, of the librarians thought technical and clerical staff should be "separated" or designated for children and for the "rest of the library."

The children's librarians and administrative librarians were not in such great agreement about the remaining two items. Children's librarians had a greater preference for "separated" professional staff. Nearly four-fifths of the children's librarians favored the position of children's librarian, as opposed to a generalist. Among the administrative librarians, slightly more that 70% favored this stance. A greater difference of opinion between children's librarians and administrative librarians can be noted regarding services to individuals, meaning reference, reader's advisory, and so forth. Of the administrative librarians, about 70% favored "separated" services to individuals, while half of the children's librarians favored "separated" services. Seemingly children's librarians are more ready than administrative librarians for integrated reference services, yet both prefer a distinction in staff responsibilities, with administrative librarians favoring integration slightly more than children's librarians.

The question, as posed, is not without its faults. The attempt was to make respondents select one of two opposites (separated or integrated). Both words, obviously, have various shades of meaning and differing interpretations in practice. Nevertheless, it was somewhat surprising to find the interest among some librarians in integrating elements of children's services. I would not have predicted the percents obtained based on the organization of children's services within most public libraries in the United States. The findings favoring "integrated" children's services suggest that further study is warrented.

Some of the attempts to integrate elements of children's services have been described along with some of the possibilities and problems that can accompany integrated (and separated) services. It is worth remembering that pros and cons are not easily listed outside the context of given library situation and without respect for the initiative ane intent of the people concerned about that library's services. To decide to integrate services necessitates reconsidering the goals, objectives, staff, collection, facilities, and services to groups and individuals of a library. Perhaps we can now examine other reasons for integrating or not integrating children's services in libraries you know of or in a hypothetical library. The subject truly merits further debate.

Endnotes

1. Eleanor Jo Rodger and Vernon E. Palmour, *Growth Without Expansion: Baltimore County Public Library Long Range Plan II, 1983-1988* (Chicago: Public Library Association, American Library Association, 1983).
2. Mary Beth Babikow, "Baltimore County Public Library: Maximizing Personnel Resources through the Generalist Approach," in *Reorganization in the Public Library* by T. D. Webb (Phoenix, Arizona: Oryx Press, 1985), 29-44.
3. Cornelia Ives, "One County's View of Library Service Without Age-Level Specialists," *American Libraries* 11 (April 1980): 205. The two-page article discusses other benefits for staff.
4. Margaret Meacham, "The Generalist Concept," *Library Journal* 107 (15 April 1982): 779-81. The enumeration is mine, not Meacham's.
5. Janice N. Harrington, "Reference Service in the Children's Department: A Case Study," *Public Library Quarterly* 6 (Fall 1985): 65-75.
6. Selma K. Richardson, *An Analytical Survey of Illinois Public Library Services to Children* (Springfield, Illinois: Illinois State Library, 1978): 73-75, 281.

Appendix

Under the most favorable conditions do you think that children's services personnel, materials, and facilities should be separated from the rest of the library or integrated into the rest of the library?

	separated	integrated
services		
to individuals	____	____
programs	____	____
personnel		
librarians	____	____
technical, clerical	____	____
materials		
book	____	____
nonbook	____	____
facilities	____	____

PREFERENCES REGARDING SEPARATION AND INTEGRATION OF CHILDREN'S SERVICES, PERSONNEL, MATERIALS, AND FACILITIES

	Percent in Favor of Separation		Percent in Favor of Integration	
	Administrative Librarians	Children's Librarians	Administrative Librarians	Children's Librarians
Services				
to individuals	69	50	31	50
programs	81	79	19	21
Personnel				
librarians	72	79	28	21
technical, clerical	44	46	56	54
Materials				
book	81	79	19	21
nonbook	62	61	38	39
Facilities	72	71	28	29

Administrative librarians N=32; those with title of head, director, executive, etc.; N includes four librarians who serve as head and children's librarian

Children's librarians N=28

106-CHIL-2-E

PARTNERSHIP AND PROSPER: A BROADER VIEW OF CHILDREN'S LIBRARIES

Roy Hutton, *Community Services Librarian, Devon Library Services, Exeter, UK*

ABSTRACT

The recent period of growth and innovation in U.K. children's libraries has been largely the result of good practice being shared between speciaist children's librarians. The immediate future offers uncertainties and external threats to the traditions of an active, free public library service.

This paper suggests that progress is still possible, but that good practice alone is insufficient to achieve it. A strategy of partnership between children's libibrarians, their colleagues, the community and other professionals could sustain the impetus. Its cost – a loss of independence for children's librarians – should be set against improved perceptions of colleagues and others.

There are in the United Kingdom, perhaps ten of fifteen senior librarians responsible for services to children who can recall twenty years of steady reasonably unfettered progress. Examples of good practice have passed rapidly between lilbrary authorities, support for innovation has been reasonably straightforward to secure, and not too many questions concerning supposed "cost-effectiveness" have been raised. The energies of a whole generation of children's librarians have flowered during this period under the practised eye to their senior mentors. Library managements have often accepted this small, but separate, world of children's development as a cheerful and bright side-show at a time of general retrenchment. Perhaps viewed by some as a small cheering sign that imagination and good practice can transcend periods of financial restriction and the disruptions inevitable at any time of widespread management reorganisations.

Can this, together with initiatives from other disciplines, be the modest lead into a period of further general growth and development for the public library services?

The evidence suggests the opposite to be true and that a significant paradox needs to be considered. On one side we can see an unprecedented range and number of initiatives for chidren developing throughout the United Kingdom. On the other, we can see evidence of the free public library service as a whole being threatened from outside. Cost-effectiveness is beginning to emerge not as part of a broad range of criteria but as *the* objective criterion by which services should be judged. The notion that the term "cost-effective" is in itself a paradox never seems to emerge. "Costs" are precise and easily defined, whereas few concepts are more arbitrary and subjective than "effectiveness", an ill-assorted couple indeed. In addition, further local government reorganisations are in the wind and the privatisation of library services seems dear to some hearts. It is evident that in these circumstances "good practice" alone is not sufficient to sustain and develop library services to children.

Library managements generally have been forced to adjust to these changing circumstances and it is important that the thinking behind children's services is examined and adjusted at the same time.

A fundamental shift of emphasis is already discernible in the public stance of many library authorities. Nudged by the realisation that the future of their service is a political issue, many chief librarians have already changed the fairly aloof and neutral image of their services to ones which identify closely with the communities they serve. We are beginning to see library services publicly presented and vigorously promoted as a reflection of the community – providing *with* not *for* the community. Covertly or overtly this change achnowledges the role of reader as voter in a more collaborative relationship.

How does this affect children's services? Surely, children's librarians have collaborated for years? Indeed, later papers clearly demonstrate a wide diversity of cooperative ventures. Nevertheless, conventionally our collaborators tend to have two common and narrowing constituents – they are mainly with other children's specialists (teachers, playgroup leaders, social workers etc) and they are mainly external to libraries. Even now the community at large is seen as recipient not collaborator and colleague.

This reveals danger number one, the notion that children are so special that only specialists can be involved. It is curious that this very firm convention should be so widespread and acceptable when one reflects that those carrying the primary responsibility for children are all untrained amateurs – parents. Cast your mind back and ask the question "who influenced me?" I doubt that a short list of six would reveal a preponderance of children's specialists. It will reveal an odd list of often idiosyncratic relationships which have left some mark.

Forty years ago, as a young chorister at Trinity College, Cambridge, I often arrived early for choir practice to turn cartwheels through the Doric and Ionic columns on which rests Christopher Wren's magnificent library. Eventually, an unassuming little man was to show me, on the first of a hundred visits to that treasure house of a library, the tiny marks made by Grinling Gibbons' chisel in producing the llimewood carvings of flowers and insects which almost leaped from their panels. In showing me Flemish illuminated Books of Hours he pointed out where one monastic calligrapher finished his work (or died) and another began with gold leaf which burned this young boy's eyeball. This quiet little academic, Herbert Adams, was Trinity's Librarian for thirty four years, a period one year less than it took him to compile his massive and authoritative two-volume catalogue of books in Cambridge libraries printed in Europe in the sixteenth century. Married for fifty five years but with no children, with a life spanning almost a century, he was as far removed from a children's specialist as one could imagine. I do not doubt the influence of his enquiring mind including, much later, my six years spent as a tyro-specialist in early printed books and western manuscripts. It is sad to consider that were it happening today my parents would have to be suspicious and probably forbidding.

Where is the connection? We are surrounded in libraries by non-children's subject specialists who are experts in their professional field and in their own interests. We rarely tap these readily available resources.

For example, between fifty and seventy years ago local historians throughout the land produced books on "our locality for boys and girls". They were turgid, dull and wholly inappropriate for today. But there is no lack of interest in the topic, as the BBC Domesday Porject has proved. In carrying out the surveys involved, the imaginations of tens of thousands of children were captured. How are today's local studies librarians stimulating this initial interest in our young readers? Do they ask the question? Is it their role to do so? Conventionally, the answer is no. The perceived priorities involve back-logs of indexing, the pressures of family history searchers, conservation programmes and staffing the day. Is this an acceptable view? Are they really too busy? Again thinking back, during the Second World War the driving force in nuclear research at Cambridge's Cavendish Laboratory was Sir Lawrence Bragg, Professor of Experimental Physics. His work was top secret, of dramatic importance and exhausting and yet, each Christmas he put on at the Cavendish a performance for children which brought together the appeal of Professor Branestawm and Heath-Robinson. Fortunate urchins like me were dazzled by an array of absurdlly ingenious, complex and flamboyant apparatus on such topics as "perpetual motion". This brilliant communicator, light years from the children's specialist, totally transformed for me the hitherto feared and incomprehensible subject of physics. Did Bragg have the time? Had he got his priorities right?

We have in our library systems an array of subject specialists who are in touch with other subject specialists – music, drama, naval and military history, languages, local studies, recorded sound and other specialist librarians. Do they/should they ask the question "what for our children?"

At a recent countywide course attended by about eighty teachers concerned with new developments in the curriculum, there were contributions from a number of specialist librarians. The County Reference Librarian at one point and "I try not to get involved too much with children's work". Too much? With these opportunities lost it is inevitable that the focus of children's work should be narrowed and that children's librarians alone are left to take broad view of topics of possible interest to their young readers. The result is the danger of stereotyped provision, a lack of diversity and a damaging absence of the unconventional and ideosyncratic.

There is a second danger which is far more important in this glimpse of library services in the late 1980's and, possibly, the 1990's.

At the time when library authorities are developing broad strategies to project their services are being user-based rather than materials-based, children's services are in danger of becoming a peripheral activity. In these circumstances, it is easy for the children's librarian's specialism to become peripheral to the main strategy as well.

The conventional approach to adult library servcies is through a full range of subject and topic areas and at a wide variety of levels. With children's services, the traditional route is through the children's specialist's own expertise and experience. As prime mover and monitor of results and standards it is hardly surprising that safe, sure, non-controversial areas of activity are selected.

In these circumstances two outcomes are more or less assured. The lack of involvement in, and therefore understanding of children's services by colleagues in other disciplines virtually ensures restricted perceptions of the work of the children's librarian. Furthermore, the resultant professional isolation of the children's librarian is likely to lead to the restriction of innovative, imaginative or even informed approaches to any unfamiliar topic. Play safe becomes the common currency where adventure, excitement and risk are whollly appropriate.

If this myopic view of children's work is taken by children's librarians and by senior library managers it must lead to a narrowed vision within the profession as a whole. This is at a time when other professions are taking the opposite path towards greater collaboration between specialisms. Cross-curricular approaches in teaching where, for example, humanities, science and technology come together on specific themes, are now commonplace. In medicine we have long accepted the need for a team approach in the operating theatre. Each member is a specialist in a field not wholly familiar to colleagues, but remove one element of the team and a crucial gap emerges.

An across-discipline approach to children's library services is not a comfortable concept involving, as it would, challenges to conventional thinking and changes of emphasis. Nevertheless, if the development of children's services is to become a central part of a library authority's strategy, rather than peripheral to it, the issue should be faced and grasped.

There is already clear evidence of breached in the traditional 'walls' surrounding adult specialist departments. Library services' particular client group now commonly include materials from specialist departments and collections. Current examples includes local studies illustrations and extracts to assist reminiscence therapy in residential homes and day centres for the elderly. Audio cassettes from music libraries added to the collections of books made available for hospitals and housebound readers; foreign language recordings and courses for prison library services. Each of these developments, and many more, involve joint professional collaboration. A similarly broad spectrum approach could stimulate library services for children as a microcosm of the whole library service and what it has to offer.

Consider again the current paradox. Wer know that we are in a rapidly changing world of information explosion, new technologies, increased longevity, near-permanent unemployment as a choiceless life-style for some, and adaptable skills as an imperative to peersonal progress. It should be obvious that the public library service as *the* great open-access cultural facility has unprecedented contribution to make. And yet, the service is under siege. The lowest publicly acceptable service at the least possible cost is seen by some as the only alternative solution to privatisation or a levied loan service. In the United Kingdom, the Library Association itself has taken the step publicly of producing a leaflet rebutting the doubters. The was launched not as a muffled complaint but with press releases and media coverage on radio and television.

The battle lines have been drawn. Professional excellence and good practice are no longer sufficient without political awareness and a tactical sense. In this conflict children's services have an important role to play by involving the whole community. Matters affecting children, also affect parents, grandparents, aunts and uncles – voters, all – and they must be seen to do so.

No longer can we offer simply neutral, sympathetic refuge for a minority of impressionable children whose interests, intellect and experience we help to develop, important though these are. The involvement of whole families and their recruitment as allies becomes crucial. The planned inclusion of elected members of local government and leaders of commerce – it is their service too – becomes a priority instead of an afterthought. All of these, plus constructive links with professional colleagues across the disiplines have never been more important. Libraries as a high public profile topic is a weapon we can promote and use.

Publicity is no longer a luxury nor is it a distasteful chore. Like minutes of meetings, publicity can have many aiming points, hidden agenda and target audiences far beyond the topic being publicised. This is not trumpet-blowing. It is providing *with* the community as distinct from providing *for.*

Clearly, this shift of emphasis from peripheral to central to the debate concerning strategies for the public library service is not without its dangers. Aside from the struggle for resources, children's services have been able to develop over the years as one of the least compromised areas of librarianship. Rarelly is the essential rationale of a chldren's development programme challenged. Issues are commonly not honed by a broad management team approach towards consensus. Conventionally, the specialist makes the case which is accepted or rejected without involvement. Integrated commitment implies a partnership approach to planning and execution as well as some fundamental changes in perception at senior management level.

Traditional local government management structures in the United Kingdom tend to be 'Parthenon-like'; that is, an impressive head being supported by a number of identical vertical pillars. Such structures permit rapid communications and good relationships vertically with little hope of connection horizontally on the way up. A matrix style of management structure is necessary if worthwhile professional partnerships are to develop across library disciplines. Few things could be more inhibiting than for a subject specialist to be prepared to pursue a broader philosphy, only to be restricted by a rigid management structure.

A broader view also implies the need for changed perceptions for initial training and for continuing education. There is an element of chance in the decisions taken early regarding subject specialisation, and yet once made, the decision can preclude an understanding of or effective contact with the work of colleagues in other disciplines. Indeed, in many respects there may well be a question mark against the single subject career specialist in the current circumstances of employment opportunities and library developments.

We know that partnerships are frequently ill-assorted and often dangerous. We also know that the best and most effective partnerships offer advantages for all parties. At a time of growing uncertainties, including the spectre of yet another reorganisation of local government and the possibility of many more, perhaps smaller, weaker library authorities, children's librarians can no longer afford to project a library within a library. a coherent wholeness is vital if public library services are to be first defended and then further developed. Children's libraries and children's librarians do matter, not just to children and parents but to the whole community. With good partnerships we can prosper – without them we might pereish.

114-CHIL-3-E

Library Services to under fives

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ABSTRACT

The paper describes the current UK Context of Library Services to pre-school children (i.e. children under five years) and discusses a range of recent developments and initiatives, in particular the provision of services from the Library Bus project in Nottinghamshire.

"A mother looking at a picture book with a four-year-old who is telling her a story about it is doing something essentially the same as a university tutor discussing a text with a student" (1)

Thus, Margaret Meek, with her usual freshness and clarity, demonstrates in this simple sentence the importance of the child's reading journey and the vital starting point at the pre-school age. What this statement also demonstrates is the need and the importance of the collaboration between adult and child that must take place, and it is both these factors which must influence the librarian's thinking in provision of services to the under fives.

The past ten years have been a time both of great need and of great opportunities in developing such services. An increasing range of research in recent years has highlighted the developmental need of story and books for the pre-school child (2), and the social need has become more varied as the family and community context in which children live has changed radically during this period. In particular, the increase in single parent families, and the increase in families where both parents work, has created pressure for improved day care and educational provision for the age group. The result has been a 'mixed economy' of local government provision, in the form of Social Services Department Day Nurseries and registered Childminders and Education Department Nursery Schools and Units, and of community self-help groups in the form of Playgroups and Parent and Toddler groups.

For librarians, therefore, it has been a period of opportunity, to achieve closer collaboration with parents and to work also in collaboration with a range of other professional and voluntary agencies working within the community.

The importance and priority given to library services to under fives has been demonstrated in some local authorities by the appointment of a designated "Under fives Librarian" as in Camden and Hackney, and in other authorities by the increased involvement of the range of library staff in work with this age group. In the current climate of financial restraint increased staffing and resources is not often a real possibility, and the level of work undertaken with under fives groups has been the result of professional commitment and a clear scale of priorities. However, it has been possible, through a number of government grant aid facilities, particularly in deprived inner city areas and in areas with a high ethnic minority population, for some authorities to develop new and innovative projects. Amongst the most successful of these have been a number of Library Bus projects, and these in particular have demonstrated the importance of taking services out to those parents, child carers and children who would not otherwise have contact with books and library services.

Before describing some of the work of these special projects, however, it is important to recognise the needs of all pre-school children and the ways in which library services generally endeavour to meet these needs.

In library buildings, it is now well established that we mus cater for the physical and developmental needs of the very young child. For many libraries, this has resulted in greater care in the design of suitable spaces and equipment for the display of pre-school books: for example in adequate play space, Kinderboxes and seating story corners and display space for stock and for information and children's work

The majority of libraries recognise the importance of making loans of books available not only to individual parents and children, but also to groups – playgroups, childminding groups, parent and toddler groups. Increasingly, as librarians work with parents and other carers, we recognise also the need to provide books and information about children (child development, health, play, pre-reading etc) for those individuals and agencies who share in the child care work, and collections of such material are often available alongside collections of children's books

The new ethos of pre-school areas in libraries is to make both children and parent or carer feel comfortable and relaxed. One means of achieving this has been the development of toy collections in libraries. The value of toys has been to attract the parent or carer who has little recognition of the value of books in early childhood but who feels familiar with a toy collection, and also to engage the very young child with a range of activity. This provision also recognises the relationship between forms of imaginative play, visual and manipulative skills, story-making and pre-reading development. A few library authorities have also developed toy loan services e.g. East Sussex, Derbyshire, Camden), whilst others offer space in library buildings for toy library sessions organised by independent toy library services.

Libraries continue to organise a wide range of story and related activities for pre-school children both during holiday programmes and throughout the year.

Our buildings however, can only form a base, and we must also address the needs of young children and carers who do not readily use our libraries. Often the first point of contact is with Social Services staff and other official or voluntary agencies working in this field.

Many contacts are forged on an individual basis, but in some authorities like my own, a political decision has been taken to ensure the co-ordination of all local authority services to pre-school children. In Nottinghamshire, the result of this decision was a Joint Committee of the local authority, which greatly enabled collaborative projects between Social Services, Education services and Leisure Services (including libraries), and which proviedied initial funding for a range of new initiatives. These included the establishment of Family Centres offering daytime care and educational provision for young children, provision of toys in all libraries, the establishment of play worker posts and the extension of library services to day nurseries and childminders.

The central importance of play in child development has achieved formal recognition in some authorities with the creation of Play Councils, and the appointment of play workers, to co-ordinate appropriate activities within the area. Librarians regularly play a central role in these Councils and maintain a close relationship with other workers. Regularly this will entail co-operation in the provision of story sessions and activities at play events, loans of books to playgroups, childminders, nurseries and holiday play schemes, assistance with training and information for workers on books for young children, the availability of library buildings for a range of meetings and events, and the co-operative production of guides to under fives' services for the local community.

Librarians will regularly visit a range of under-fives groups, to discuss books, story sharing and library services with parents and to demonstrate ways of using books and pictures with the youngest children. Promotional leaflets will re-inforce the messasges, and it is important in many communities that such publicity is available in a range of community languages.

The greater involvement of parents in their children's education, and especially in reading development, has become a central part of educational thinking and this new collaboration has also offered oppurtunities for librarians to reach young children through co-operative work with community teachers, and through parent and toddler groups set up on school premises. Schools are also an excellent means of reaching the new generation of parents-to-be, and many librarians will talk about books and demonstrate storytelling for secondary age pupils doing child care courses.

A major recent feature of outreach work has been the development of the Library Bus. Several authorities now have a converted bus or library mobile which take services to deprived (and usually therefore inner city) communities. Several have opted for a double decker vehicle, as this provides the advantage of two spaces – in our case the lower deck carries book stock and the upper deck forms a combined play area for children, and a discussion/demonstration space for parents and child carers. The development of the Library Bus as a special service creates time and opportunity for Library staff to develop the confidence and trust of new groups of parents and childminders, and provides a very informal atmosphere for the development of more relaxed relationships with client groups. Library Bus programmes will generally establish a series of visits and activities for each group, rather than relying on one-off events, and the series of visits may also allow access to client groups for other professional and voluntary workers. In Nottinghamshire, for example, our Library Bus programmes have included speakers on road safety, dental care, play, health education and school/Community links. Bradford's Library Bus also offers an information service to parents, and a report of its work was published in 1982 (3).

For parents and young children in rural communities, the mobile library, visiting villages once a week or fortnight will provide the major access to library services, although loans of books may also be made to clinics and health centres for use by visiting parents and children. In some rural areas, where a full branch library is not an economic proposition, it has been possible to develop a small library facility within the local health centre and such co-operative ventures can help to justify the cost of retaining a number of services jointly in a small rural community.

It will be apparent that librarians, like many others involved in provision of community services, have to seek cost effective ways of developing services. What also remains central however to our service provision is the belief that books play a prominent role in children's development and that librarians have a large part to play in generating a wider recognition of this by all parents and child carers. Dorothy Butler in her Introduction to 'Babies need books' (4), discusses the value of including children in the finding out process about books:

"Some years ago I was explaining to my family my inability to procure a particular brand of toothpaste. 'Must be out of print', said our five year old!"

As librarians, we have to work towards the day when all our five-year-olds are that familiar with the world of books. This is where it starts.

Linda Hopkins

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115-CHIL-4-E

OUTREACH: PROMOTING RECREATIONAL READING TO FAMILIES

Dina Thorpe

ABSTRACT

The theory that, for children, reading can be a viable alternative recreational activity, demands active promotion on the part of the children's librarian. The paper looks at two methods of book promotion to families in Hertfordshire – The Summer Storyboat and The Family Reading Group. Community involvement and sponsorship come to the fore; the accessibility of books is discussed and the manipulation of parental involvement and peer group pressure to make reading a positive experience and a pleasurable activity.

In order to promote a product it is necessary to understand the motivation of the intended user. Many papers have been written and many valid reasons, educational, social and developmental, given why children should read for pleasure[1]. Ask children why they read and they may give you none of these reasons – they read because they want to, because they enjoy it!

Therefore it is necessary to promote reading alongside other leisure time activities – clubs, games with friends, family outings. The two methods of promotion examined here differ greatly, one is an annual, outdoor, week-long book event – The Summer Storyboat, the other a regular monthly meeting of children, parents and librarians – the Family Reading Group. Both are aimed at encouraging families to view reading as an enjoyable means of spending their leisure time. Both are freely open to any member of the community. Both are successful.

The Summer Storyboat

The Summer Storyboat has just completed its sixth annual 20 mile cruise up Hertfordshire's Grand Union Canal, mooringa at parks, in towns and villages on the way. What began as a library service venture has broadened into a community enterprise which has charitable status and is run by a voluntary group of teachers and librarians.

The aim of the Storyboat is to promote the enjoyment of books and reading through storytelling and through visits from authors and illustrators who value the opportunity to meet children and their parents in such a relaxed setting.

The 72-foot long narrowboat "The Belfast", owned by the Dacorum Narrowboat Trust, is converted for one week each year to become the focal point of the activities.

The cost of the week is around £2,000 and this is met by sponsorship from borough councils, local firms, publishers and book suppliers, the Eastern Arts Association and Hertfordshire Library Service. The Storyboat organisation also holds fundraising activities throughout the year.

The Storyboat takes books to open spaces where children play and can reach families who may never visit a library.

Children climb aboard the boat which is decorated by work done in schools, and exhibitions of books written by visiting authors.

The names of authors who have visited the boat in the last six years reads like a Who's Who in children's literature and has included local author Grace Hallworth, Carnegie winner Jan Mark and Greenaway award winner Anthony Browne. There is something to interest all ages, from Gillian McClure's Rory Wolf to Molly Burkett's owls.

Favourite illustrators who visit regularly include Gerald Rose and John Ryan, and perhaps one of the Storyboat's staunchest supporters is Bob Leeson whose philosophy that literature should "develop a broad popular appeal and win the backing of a wider audience[2]" mirrors that of the Storyboat.

The Storyboat attracts over 5,000 children each year and provides a day out for families, an opportunity to go to the park and enjoy books in the same way that they might go to the zoo and enjoy the animals! It presents reading as a viable alternative leisure time activity. The Storyboat bookshop sells around £1,000 worth of books each year and allows parents and children to browse through the stock at their leisure.

The Storyboat publicity urges "bring a picnic and stay all day" and this is exactly what people do – including the publishers who take the opportunity to meet the readers too.

Local community involvement in activities includes the Youth and Community Playbus, talks from the local Water Safety Officer and the Regional Water Company who provided a competition based on "Water Aid". Environmental experts arrange nature walks along the canal bank and there is singing with music advisers.

Other activities in which the children can become involved range from badge making to play acting, painting pictures to painting faces and even meeting Fungus the Bogeyman.

Competitions vary each year from the "Best Dressed Bear" to the "Best Dressed Pirate" or the funniest hat, depending on the theme for the day.

For one week of the summer holidays each year stories and reading are a priority – many families follow the boat up the canal and visit each day – there is time for all ages to read to listen and to agree that books are great.

Events such as the Storyboat are generally educatioinal as well as exhilarating. By building on the excitement of a first-hand experience of meeting authors and illustrators and relating to books in a carnival context the Storyboat urges children and their families to consider leisure time reading as a pleasant possibility

The Family Reading Group takes involvement with reading for pleasure one step further. It encourages families into the library to come and try the experience first-hand and to share that experience with others.

Family Reading Groups

Family Reading Groups began in the early 1970[3] and now flourish in many counties in England. They may be held in primary schools, secondary schools or public libraries. The video shows two groups in Hertfordshire, one held in a small sub-branch community library, the other in a secondary school. Family Reading Groups in the 1980s can be seen alongside shared and paired reading projects in schools which encourages parental involvement in children's reading[4].

The Family Reading Group provides an opportunity for parents to spend time choosing books with their children and to become aware of the wide range of titles which are now available. A visit to the library with their children often reminds parents of the services of the library and re-introduces them to the borrowing and reading habit.

Children are allowed to borrow freely from a pre-selected collection of fiction books which are chosen because of their appeal and accessibility to that particular age group in appearance, subject matter and readability levels.

The method of presenting them – face upwards on tables – makes the books immediately attractive and takes away the barrier of having to choose from a row of dull spines and remove a book from the shelves. If they are to compete with the attractions of the media in visual appeal and instant gratification both these factors need consideration.

It has repeatedly been proved that both children and adults rely heavily on personal recommendation when choosing books to read[5]. The Family Reading Group uses this strategy and makes time for children to talk about the titles which they have read in the past month and recommend them to others.

Librarians take the opportunity to introduce new titles, authors and themes to the Group and, more informally to individual children. In this way recommendations have the effect of broadening the range of possible subjects and authors which the children choose to read.

Groups of older children and parents are often provoked to discuss more deeply the themes of the books which they have read and the Family Reading Group can provide the opportunity for bibliotherapeutic discussions between generations on such controversial topics as sexual awareness or nuclear war.

Children are encouraged to take home as many books as they like. This again broadens the scope of their reading. It also helps to ensure that their choice is successful, that they will enjoy at least one of the titles which they have borrowed. This makes for a more satisfying experience which they will want to repeat and build on the next month.

At a time when many libraries have restraints on their staffing the Family Reading Group provides a time and a place for the children's specialist to practise her experience in the most cost effective manner. Here she is performing her readers advisory role to the full, helping both parents and children to choose their books and also gaining information about their needs which can be used in forming future stock selection policies.

The Family Reading Group is an activity which is entirely book based, unlike the Summer Storyboat which has a wider range, but, like the Storyboat, it breaks down barriers to books and proves that reading can be active, not passive, a pastime to be shared and enjoyed.

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116-CHIL-5-E

Teenage Activities: Xchange, Bradford's Library for Teenagers

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ABSTRACT

There has been a great deal of controversy about library provision for teenagers. The paper highlights areas of concern, with specific reference to xchange: Bradford's Library for Teenagers. Set up in 1985, the library sets out to attract teenagers into their own separate library by providing a relevant stock of books and a comfortable environment where they can watch television, use a microcomputer, listen to music, play board games, browse amongst books and magazines or just sit and chat.

Over the last few years in public libraries in Britain, there has been a great deal of interest in the question of providing library services to teenagers. What should these services be like? Who should organise them and how? Should we even provide a special service at all?

In this paper I hope to highlight some of these areas of concern, by making special reference to one specific project – Xchange: Bradford's Library for Teenagers.

The City of Bradford is an urban area in the North of England populated by some 460,000 people. It includes some pleasant countryside and a few small towns, but largely it is dominated by Bradford itself – a city with its share of urban problems. The decline of the wool trade has caused high unemployment, and in the council estates and inner city areas there is much bad housing, poverty and social disadvantage. The Bradford area is home to many people of different ethnic backgrounds, including about 62,000 with family origins in the New Commonwealth and Pakistan. Culturally, too, there are many differences – of the total school population 17% are Muslim, 2% Sikh and 1% Hindu, and one in five Bradford schoolchildren speak a language other than English at home (1).

The Libraries Division in Bradford has, as its headquarters, the large modern Central Library, an eight storey concrete structure opened in 1967. On the ground floor of the building is the Lending Library, with separate areas for adults and children. There is also a third area, a completely separate room, which was opened in July 1985 as a library for teenagers. This room is called Xchange – a name deliberately chosen to create an image which gets away from the kind of negative connotations which the word 'library' may have for young people.

There were three main factors which led to the setting up of Xchange, and each of them opens up a whole area for discussion in terms of services to teenagers in general.

The first factor was very much a promotional one – the desire to actually *attract* teenagers back into libraries. The public in general have grown quite benevolent towards toddlers and schoolchildren using libraries, but not everyone is quite so happy about groups of adolescents. The 'bad publicity' which teenagers so often acquire as a group makes them all too often unpopular with both staff and other library users. If a library decides to go out and attract more teenagers, there must be a genuine commitment to the view that young people's needs and demands are just as valid as those of any other user group.

To some extent, teenagers themselves seem to have voted with their feet. From being enthusiastic library users as children, they seem to reach a stage in the early teenage years at which they drift away(2). The second factor in the creation of Xchange has to do with the whole question of the location of services to teenagers. Should teenagers have their own separate room, or should they be integrated into the library service as a whole – and if so, where? Are teenagers children or adults? Or are they a separate entity altogether, a kind of self-containted middle-ground between the two worlds of childhood and maturity? Certainly publishers seem to think that teenagers are an identifiable market – the growth of fiction, in particular, aimed at teenagers has been noticeable in recent years.

In terms of library management and the physical arrangement of most library buildings however, the question is not quite so easily answered. It is not always possible for libraries to allocate a separate area for teenagers – and even if they did, who would take responsibility for it? The adult library staff, or the children's librarian? It is true that many librarians have begun to move away from the specialist approach, thereby potentially reducing this polarisation of services. Even so, there is still the danger that teenagers, being nobody's particular responsibility, could be left out in the struggle to determine priorities at a time of declining financial recources.

Over the years, different library systems have addressed themselves to this problem in different ways(3). Recently the option of separate provision has been updated and developed with particular success in some Scottish libraries, such as Renfrew district, Dundee and Castlemilk in Glasgow. In Xchange, we opted for this approach, and indeed much of what we offer is based on what was already being done at J.I.L.L., Johnstone's innovative library for teenagers(4). We were fortunate in having a suitable facility, in the shape of a room which had outgrown its original function (the old newspaper reading room) and which needed a more relevant and dynamic purpose. Given the desire to get teenagers back into libraries what more relevant purpose could there be than to turn this room into a teenage library!

We now had the 'philosophy' and the site for Xchange. The third factor concerned the audience itself. Although we wanted to attract teenagers to the library, it has to be stated that, to an extent Xchange was created as a solution to a problem – the problem of teenagers who were already *in* the library. Over a number of years the library had grown to be a focal point for many teenagers, particularly for young Asians. For girls especially, the library was one of the few social outlets to which their parents would allow them to go unaccompanied. Consequently there were often large numbers of young people congregating in various parts of the library, not necessarily committing "serious misdeeds", but by their numbers and general behaviour constituting a nuisance to other library users.

There were only two possible solutions: either we had to get rid of these young people, *or* provide somewhere within the library for them to go – a place of their own where those who were bored and rootless, such as the young unemployed, could spend some time without being constantly moved on. The choice had to be the latter one. Xchange was intended to be a place where we, the library staff, could build a better relationship with the young people who had previously been a problem for us, and where we could find out more about what they really wanted from our service.

Xchange was officially opened in July 1985. The style of the room is bright and fairly sophisticated, with a deliberate emphasis on 'young adult' rather than 'older children'. The colour scheme is red, black, grey and white, and there is carpeting throughout, comfortable chairs, tables and stools, and nearly all face-on shelving.

Anyone aged thirteen or over can join Xchange, and borrow books, records and cassettes. All the stock is chosen with the interests of young people in mind, and with particular emphasis on recreational reading, browsing and the needs of the less able reader. Xchange members don't *have* to borrow anything -if they prefer they can watch TV, listen to music, use the BBC microcomputer, play board games, browse amongst books and magazines, or just sit and chat.

There is no doubt that Xchange seems to have an immediate appeal for its young users. They like having a room of their own; they like the stock and way it is presented; and they like the background music, and the opportunities afforded for doing things other than choosing books. It has been particularly gratifying to observe the reactions of the less able – to see, for example, remedial teenagers wanting to pick up books and read is surely an indication of the potential of a facility like Xchange.

Staffing has been found to be vitally important – getting the right people, and being able to employ enough of them. Xchange needs constant supervision, not just for behavioural reasons, but in order to exploit its potential – even building a good relationship with users calls for a great deal of staff input. So far, we have found it difficult to do more than just keep the doors open – extra activities and events, user committees, newsletters etc. are all things we would like to see happening, but on the staffing available have proved almost impossible to organise.

Lastly, and in a way most important of all, Xchange does seem to have created a focus for discussion about services to teenagers in Bradford Libraries. Staff in our area libraries are currently planning ways in which to improve the scope and image of their teenage collections, and talking about the possibility of setting aside special times of the week for teenagers.

The lessons that can be learned from our experiment with Xchange are important for even the smallest library. What I hope Xchange is saying to *them*, is this: with a little imagination, commitment and enthusiasm you can make *your* library attractive and relevant to teenagers. They may cause you a few problems, but they'll also bring you a lot of rewards. Why not give it a try?

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44-PUB-1-E

Public Lending Right (PLR): the UK Experience

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ABSTRACT

British Public Lending Right uses computer technology and statistical sampling to calculate authors' payments. With precise loans estimating its operation is low cost and well accepted by authors. The main features are described.

The article analyses types of author who benefit. Exploring the *reasons for this leads to a theoretical consideration of books appropriate for public library lending. The economic case for PLR, as well as librarians' collection policies, must not treat all books as equal but distinguish between different book types.*

INTRODUCTION

Public Lending Right can no longer be regarded as a marginal experiment. In various forms it must now cover between a quarter and a half of public library lending in the Western world. The British scheme dates from 1982: it uses computer technology and statistical sampling to make very precise calculations of book issues. To analyse the results is therefore of great interest not only to authors but also to librarians. Many obvious features of public library lending can be confirmed and quantified. Some less obvious features are coming to light.

It is not the purpose of this paper to survey and compare the PLR scene internationally. (The literature for this [1] is more adequate now than it was in 1981.) Nor do I wish to argue here the ideological merit of the authors' claim. Rather I wish to concentrate attention on the success of the British scheme: to consider its historical perspective, to explain its main features with some reference to other countries' schemes, and to discuss its reception by authors. In the second part of the paper I consider which types of author are the main beneficiaries and the reason why some sorts of book feature so prominently.

Throughout I restrict comments to the lending activity of the public library and to what actually happens – not nominal aims. I believe this analysis has important implications for the theoretical basis of collection development and systematic stock management, and in determining the 'marketing objectives' of the public library.

Public Lending Right is a simple concept–

Authors earn their living by royalties on each copy of the book sold. When their books are borrowed from public libraries the result is unfair to writers since there is only a single royalty but dozens of readers. To correct this unfairness, public funds are paid to authors in relation to the number of times their books are borrowed.

At this level the provision is almost invariably seen as fair and sensible. It is often compared with performing rights for concerts, radio and record stars: increasingly the public knows about it and approves.

SOME HISTORY

The campaign for British authors to receive a lending right was principally associated with A P Herbert and John Brophy in the 1950's and the Writers' Action Group led by Brigid Brophy and Maureen Duffy in the 1970's. Its culmination in the Public Lending Right Act of 1979 came after PLR was already operating in the Scandinavian countries, New Zealand, Australia, West Germany and the Netherlands. While Britain was years behind these countries, it now has the most sophisticated scheme – taking advantage of modern computer technology.

The 1951-79 campaign coincided with a huge development of public libraries and the demise of commercial subscription libraries.[2] Between 1750-1950 commercially run subscription libraries satisfied much of the demand for popular fiction. In the first half of the twentieth century there were well known national chains of subscription libraries (Boots, Mudies, W H Smith, etc.) which typically bought as much as 75% of the publisher's print run. In working class areas there were lending shelves at the back of newsagents' shops. The years since 1950 have seen a tremendous growth in the free lending of books from public libraries as well as the huge expansion of paperback sales. The clientèle of the commercial subscription library was prepared to pay to borrow the book within the first six months of publication – so author and publisher of the popular novel benefitted from large initial orders – a tradition not continued by the public libraries which took over this "business".

It is not surprising that PLR became a vital issue for British writers. Lending activity of public libraries in Britain is high at 11.2 annual issues per captia; Fiction represents 60%, and Children's books 18%. Euromonitor surveys show that one third of books being read come from a public library. About 7% of publishers' home sales (by value) are to public libraries.

THE BRITISH PLR OPERATION

The operation which began in 1982 can best be described under four heads: AUTHOR REGISTRATION, LOANS ESTIMATES, PAYMENT CALCULATIONS, FINANCIAL FUNDING.

These are logically and operationally separate: changes can be made in one part without affecting the rest of the system.

Author Registration

Authors have to apply for their books to be placed on the register. (The "register" consists of computer files not vellum volumes!) The right is established by registration and is distinct from copyright. As an intellectual property right it can be assigned or bequeathed.

Each edition (ISBN) of a book is registered separately since secondary contributors may vary. Where the author does not supply the ISBN, we make an on-line search of our bibliographic database (900,000 records) to find either the missing ISBN or – for older books – an alternative BNB or pseudo-ISBN.

The rules are deliberately mechanistic to avoid the need for discretion or judgement. To be named on the title page is the principal requirement. There were real problems of the first two years over illustrated and co-authored books as joint authors and illustrators have to agree percentage shares for each book. These problems were resolved in 1985 when application procedures were also simplified. In our fifth year over 120,000 book interests are now registered to some 14,000 writers and illustrators.

Since 1985 translators have been entitled to a fixed 30 per cent share, and some editors/compilers to a 20 per cent share. Books under 32 pages are no longer excluded.

Books can only be registered by authors living in the U.K. – or, since the 1985 reciprocal agreement, in West Germany. No books can be registered for authors who died before 1982. So PLR is not paid for the loans of Enid Blyton, Bernard Shaw, Harold Robbins, or Charlotte Lamb. Whatever the rightness of this in principle, most other PLR schemes have similar provisions and the result has been quite dramatic in enhancing the amounts paid to living British authors. In effect British writers receive more than twice what they would if all books in copyright counted for payment.

Loans Estimates

Statistical sampling is employed to estimate the annual issues of all books borrowed from U.K. public libraries. Heavy use is made of computers both at the PLR office at Stockton-on-Tees and in library authorities. There is much less work involved than was expected when the Act was passed.

A good proportion of public libraries now issue their books using electronic (light pen) computer equipment to read special labels in the books. Usually these labels are of the bar mark type now widespread in retailing. Books are identified with reference to the ISBN (International Standard Book Number) which has been current since 1970. The local authority computer system is modified to keep the information about each book's issues until the end of the month; it totals this up, and puts this with some catalogue detail onto a reel of magnetic tape to send to the PLR Office at Stockton-on-Tees. The data is then stored in the PLR computer until the year end. For books without ISBNs some complicated procedures are involved to provide alternative numbers at the PLR office.[3]

It was often feared that PLR would impose a burden of administration and record keeping of library staffs and interfere with the use of technology to make information widely available. The use of light pens and bar mark readers in libraries, the almost universal acceptance of the ISBN to identify books, and the very powerful database software on present day mini computers all combine to make the PLR operation slick, inexpensive, and behind the scenes. Library staff are hardly aware that their loans are being recorded for PLR calculations: almost all the work is done by tapping existing computer systems through program modifications. Every year the cost of capturing loans data goes down and the reliability of catalogue data improves. This particular technology is truly friendly to the writers' cause.

Loans are reported from twenty libraries selected to achieve a geographical spread and to include both large central libraries and medium sized branch libraries. About a third are changed every year. The sample represents 1.4% of issues – a much larger proportion than in West Germany (about 0.1%).

Statistical analysis of the loans reported shows quite large variation between libraries – more marked on some types of books than on others. Loans of a title from the same library are relatively constant from year to year. Clearly the most significant factor is the decision of the local librarian whether or not to purchase a title and how many copies to provide.

It should be possible to increase the number of libraries involved in the sampling in the next few years without a proportionate increase in cost, and this could only improve the consistency of the sampling estimates.

At the end of the year these sample issues are multiplied up separately for each region and then totalled to give a national estimate of loans for each book. This is done for *all* books whether or not registered by an author or eligible.

Payment Calculations

The PLR computer sets these national Loans Estimates against the Register in a huge calculation to total the estimated loans of all *registered* books, and to divide this into the £2,403,000 available last year to arrive at a Rate per Loan – 1.20 pence. Some 36% of loans relate to books registered and count for payment.

From this point onwards the operation is largescale but straightforward. The computer prints out a statement listing for registered authors the loans and money earned on each book, the total money due, and payment arrangements. Over 90% of the money goes to sole author books. The rest is spread over joint writers, illustrators (whose percentage has to be agreed with the writer), translators, and editors/compilers.

As with other schemes there is a maximum payment set: no author can receive more than £5,000 in any year. This ceiling has been generally accepted, and last year it boosted payments to other authors by £272,000. There is also a minimum payment set by the scheme, but this has scarcely any effect.

Arranging payment through the banks' computers is now very cheap and removes most of the "cost" from small payments.

Unlike many other schemes none of the PLR money is used for authors' pensions or welfare benefits – nor for "literary" purposes: all the money is allocated each year for distribution according to the previous years' loans. No payment is made to publishers. Nor does the 1979 Act allow payment for reference books or academic/special libraries.

Authors have been fascinated by the loans estimates for each title and edition on their computer printout: sometimes they had no idea their books were popular in libraries. Margaret Potter's letter to 'The Bookseller'[4] is often quoted–

"Partly because my 35 books have been published under three different names, I have never acquired a reputation as a writer; and perhaps partly because I enjoy writing in a variety of genres, my books are rarely reviewed .....

But now, suddenly, the reading world is flooded with light. There are people out there – borrowing the books I have written and going back for more. Have librarians always known which writers were popular with their customers? If so, they have kept the knowledge to themselves, or shared it only with suppliers.

It has taken a computer to provide the reassurance which makes all the lonely hours at the typewriter worthwhile. Formally now I express my personal thanks to all those who worked for so many years to establish Public Lending Right. Not because I am going to make my fortune at 1.02p a loan. But because, hundreds of thousands of readers are enjoying my books, and for the first time we have been introduced."

Financial Funding

Much of the conflict during the political campaign for PLR was about funding. Librarians fought hard and successfully to avoid the burden of PLR falling on either the reader or the library. As in other countries, all the costs of the scheme are met from Central Government.

Funding is simple: after deducting operating costs and library expenses all the balance goes to registered authors. So it is in the authors' interest to avoid expensive sophistication. What works well is more important than absolute equity: the price of complete fairness could be high. Rough justice is the aim – along with avoidance of complex rules. PLR does cost money to administer – but a target of 10-12% is realistic as we approach the 1990's

The most recent figures are–

Government Funding	£2,750,000
Operating Costs:	
Offices, Computer, etc.	300,000
Sample Library Authorities	47,000
To Distribute	£2,403,000

Analysis of Payments:

59	at £5,000 maximum
129	between £2,500 – 4,990
352	£1,000 – 2,499
486	£500 – 999
2,532	£100 – 499
7,452	£1 – 99
1,954	NIL

Almost half the money (47%) was distributed in payments of less than £1,000. Typically a payment of £50 – £100 means that an author's books are only issued from three or four libraries in the sample.

Authors are happier with the principle and the mechanics of the scheme than with the Fund itself. They claim the money provided should be much greater. In comparison with other countries the Rate per Loan is indeed low, but it is not easy to find criteria for the funding decision.[5]

WHICH AUTHORS BENEFIT?

This question is important first when applied to different libraries in the sample. Insofar as authors' books are evenly stocked and borrowed in different libraries, then a small sample will do: insofar as there are marked differences, then a larger sample will be required. This topic is the subject of statistical research at Reading University: the Report(s) to be published later this year will show considerable variation between libraries. For example, the percentage of loans to registered authors in each library varies from 30% to 43%. The statistics clearly show different lending patterns between the large central library and smaller branch libraries. They also show different local policies regarding ephemeral light fiction (Romances, Westerns, etc.), the provision of paperbacks, and children's books. The socio-economic profile of the community is reflected in the borrowing statistics – but figures for some types of books are relatively more consistent than for others.

It is technically difficult to analyse payments to different types of author because categories for Adult and Children's fiction (78% of issues) are not available for computer input. So the analysis in Table A is approximate: it indicates the main features. It is interesting both to see how dominant are fiction writers in the payments over £1,000 – and then how widespread and prolific are the payments under £1,000. There are a great many small payments reflecting the variety of specialist interest books in library lending: these support the view of the public library borrowing community as a host of minority interests – large and small.

This also appears in an analysis of issues by publisher: after accounting for the largest 60 imprints, at least 15% of issues are of books from smaller publishers.

Pursuing these enquiries further I was told of two types of author from whom PLR payments could be particularly important. (1) Not all the authors collecting the £5,000 maximum enjoy the fame and fortune of Catherine Cookson, Jeffrey Archer, and Claire Rayner: this group also contains writers like Philip McCutchan, Sarah Shears, Ursula Bloom, and E V Thompson whose books are regular library reading but do not achieve TV of paperback fame. (2) Then there are top quality children's picture books which are simply too good and too expensive for most parents to buy but can be enjoyed through the library. For such authors the PLR payment is economically important in a sense that it may not be for the very rich. This point is important to combat any public illusion that authors generally earn big money from their writing. But it is perhaps even more important in coming to a better understanding of the case for PLR and the nature of public library book lending.

PLR is claimed for the author (a) as payment for multiple use, (b) because royalties are reduced through lower sales to the customer through bookshops, and (c) because public libraries buy fewer copies than did commercial subscription libraries. Insofar as some books are more common in library lending that others, then the case for PLR is that much stronger for those types of books.

It seemed worthwhile to explore the proportion of copies sold to public libraries to test the significance of this feature. I have not found any actual research or statistical reports to help in this, so the figures shown in the first column of Table B are based on informed trade opinion.

Some of the explanation of these large differences is tied up with the paperback question – for example, Popular Fiction's 10% sales to public libraries is a lower percentage than the 30% to Literary Fiction mainly because its paperback sales to the public are so much greater. Paperback technology has altered the buy/borrow opportunities in the last thirty years.

In the second column I have simply postulated a scale 0-5 to suggest how much more important PLR is to some authors than to others.

The figures in this Table are not definitive estimates: rather a formate for further enquiry – for which the data collected on the PLR computer could be valuable. But they give broad support for the theoretical generalisations which follow.

SOME THEORY

These statistics point to the concept of books that are 'naturals' for library lending and those that are not. Books are acquired for one of several purposes

- to borrow
- to read and discard
- to own for pleasure
- to own for reference
- to give away

Books acquired for any of the last three purposes are not good candidates for public library lending: this explains the low proportion sold to public libraries of 'Coffee Table' books, Activity Books, Travel Guides, Popular Religion, and Poetry. Some types of book would be more common in university libraries. Some types are simply very expensive for the average private individual to buy, and are borrowed from libraries for that reason. But the most general explanation can be found by placing the different types of book on a spectrum:

'Natural to Own' ———————————— 'Natural to Borrow'

Typically what the economist would term the 'utility' of the read is quickly exhausted for the 'Natural to Borrow' book: it lasts much longer for the 'Natural to Own' book. This is another way of saying that most people only want to read a novel once (whether it be a Western of 'literary') while they want to have a book of poetry or a cookbook on their shelves to dip into when the mood takes them or the need arises. The right-hand column of Table B shows some guesses at typical 'Utility periods' to illustrate this feature for each book type.

The concept of these different book types may be associated with different characteristics of reader demand. The borrower seeking a biography of de Gaulle will not be satisfied with Churchill; someone seeking Thomas Mann will not settle for Kingsley Amis; nor can a Home Plumbing Manual satisfy the amateur in Indian Cookery. But same limitations do not apply to romantic fiction, thrillers or children's picture books.

In their stock revision, librarians treat these books quite differently: the first sort when worn out will usually be replaced by the same title: the second sort will be replaced be new titles of the same 'genre', often by standing order.

This feature can conveniently be called 'Substitutability' and leads to another concept or spectrum:

'No substitutes' ———————————— 'Many substitutes'

These two concepts largely explain how, within a library organisation, there are some sorts of book that seem 'natural' for large central libraries and others that are 'natural' for suburban and rural libraries. They explain many of the detailed features in the PLR sample issues.

I do not wish to suggest that the PLR results solve the problem of measuring library service. First, the issue statistic relates only to public library lending activity and excludes the reference service, collections consulted on the premises, etc. Second, the issue totals take no account of the length of borrowing time and make no distinction between a quick read and a more substantial work.‹s(6)› But there is a lot of data now collected on the PLR computer to describe the complexities of public library lending.

CONCLUSIONS

A. PLR is particularly important for some authors, less important for others.

B. Some book types are naturals for people to buy and to own: other book types are naturals for borrowing, where their utility to the reader is typically exhausted after one read (or one browse).

C. Policy debate on the public lending right issue to be constructive must recognise these different features.

D. These different features are vital when setting policy objectives for service points and in controlling stock. Librarians, of course, instinctively recognise them in their professional activity. But they assume a different significance when attempts are made to apply –

operational research
statistical stock control
cost-benefit analysis
inter-library comparisons

Mathematical or management models must therefore differentiate between main book types (categories) or work on the concept of several (minority) libraries within a library.

To treat all books as one single product is unproductive and can lead to dangerously unrealistic solutions. What the librarian, author and publisher knows from his or her personal experience must be formulated and explained in terms such as these if there is to be a fruitful involvement with management experts, economists, accountants and politicians.

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TABLE A PLR Payments (1986/87 Analysed by Author Type

		Number Earning:			
Author	*Per Cent of Money Distributed*	*over £1000*	*£100 – 999*	*£1 – 99*	*NIL*
ADULT FICTION:					
General	16.5%	108	438	405	97
Romance	16.1	131	249	117	20
Mystery & Crime	11.4	92	178	112	20
Historical	2.2	17	37	39	2
Westerns	1.2	10	14	6	1
War	2.4	19	39	22	2
Science Fiction	0.8	6	21	30	8
Fantasy & Horror	1.5	11	31	34	9
Short Stories	0.4	2	14	17	12
	52.5	396	1,021	782	171
CHILDREN'S WRITERS	10.6	67	285	330	62
CHILDREN'S ILLUSTRATORS	3.5	22	88	220	48
	14.1	89	373	550	110
ADULT:					
Literature & Language	1.1	2	43	247	69
Biography	3.3	6	173	482	131
Humour & Entertainment	1.4	6	50	125	28
Welsh, German & Other Language	0.6	2	12	130	113
Illustrators & Photographers	1.4	5	34	352	88
Translators & Editors	0.5	2	20	73	25
	8.3	23	332	1,409	454
Agric. Eng. Geo. Nat/Phy. Science	5.1	11	228	1,001	292
History (incl. Military)	4.8	6	283	545	64
Crafts, Pets, Domestic, DIY	3.9	5	214	553	59
Sport, Travel	2.7	4	151	350	52
Trade, Commerce, Law	1.6	0	80	442	143
Politics, Rel., Phil., Sociology	1.5	1	64	548	170
Arts & Music	0.9	0	53	206	26
Customs, Local Interest	0.8	1	40	185	99
Poetry & Plays	0.4	0	27	75	94
Education & General (incl. Occult)	3.4	5	169	739	136
	25.1	33	1,309	4,644	1,135
Unclassified		0	0	26	101

TABLE B

BOOK TYPES	*Per Cent Sold to Pub. Libraries %*	*PLR Importance to Author 0 – 5*	*Utility Term to Reader*
ADULT			
'Library' Fiction	75	5	1 week
First Novels	45 *(was 60/75)*	4	2 weeks
Literary Fiction	30	3	2 weeks
Biography	30	3	2 weeks
Light Romance	30	3	1 week
Music, Art, Drama, etc.	25	3	2 years
Reference Books	25	3	5 years
Travel Books	10	2	6 months
Current Affairs	10	2	6 months
Popular Fiction	10	2	2 weeks
Popular Religion & Poetry	5	1	1/2 years
Philosophy, History, Economics, Natural Sciences	5	1	3 years
Instruction Manuals, Activity Books	5	1	2 years
'Coffee Table' books	2	0	1 year
JUNIOR			
Picture books (hardback)	80	5	6 months
Non-Fiction	70	4	6 months
Storybooks	60	4	1 month
Paperbacks	15	2	1/6 months
Study Aids	2	0	3 months

26-ROTNAC-1-E

The Round Table of National Centres for Library Services

Dick Reumer, *Chairman, ROTNAC, Director, Dutch Centre for Public Libraries and Literature (NBLC), The Hague, Netherlands*

ROTNAC is the Round Table of National Centres for Library Services. The aims of the Round Table are the promotion of cooperation between the members, the exchange of information on new plans, the comparison of working methods and results, and the promotion of centralized services in other nations.

Members are national centres providing services to all kinds of libraries.

But what is central service? Central service consists of those activities which comprise or should comprise the actual basic tasks of every library, but which are carried out nationally for the sake of improving quality and efficiency. Thus, central service provides materials to support libraries in carrying out such basic tasks as:

- acquisition, storage, retrieval and processing of books and other information materials
- lending information materials
- providing guidance to the readers in searching for and selecting information materials.

In these fields of activity numerous offers are made to libraries, in the form of subscriptions to periodicals or special service, in the supply of library furniture, library equipment, software and hardware for library automation, and in public relations.

The legal form of the central service organization can differ from country to country. In Sweden, for example, it is a firm; in the Netherlands it is a part of the library association itself. However, a central service organization must have a distinct connection with the government and/or with library associations capable of influencing the policy and management of the centre directly. Furthermore, a centre should be self-supporting, but any profit made should not used for private or personal gain, and, finally, a national centre has to be a part of the *entire library network.*

The benefits of the national centres are particularly significant for reasons of quality and economy. In practice it appears that it is possible for the national centres to hire specialized employees. This does not mean that these employees are better than the librarians in the local public libraries. However, they do have the opportunity for broader orientation and better facilities for cooperation and consultation with those who are directly involved in local library work. This brings about a pooling of knowledge including that of provisions existing in the country at the local and provincial levels. Furthermore, reliable information on quality can be disseminated in writing or in meetings with other persons professionally interested in library work.

Economic benefits are also quite large. The activities performed centrally (or which can be done centrally) include savings on manpower, but also savings on materials, printing costs, etc. Central service results in savings on operating costs. Where the others do the same work, the work can be duplicated and distributed by few persons. The price to be paid to a central service organization is only ten per cent of the personnel cost that would have to be paid if this work were done in each library individually. With this saving in working hours, many other tasks could be performed including those in the sphere of information and assistance to users. In a number of cases activities could not even be started without the cooperation of a national centre.

In September 1975 directors of seven national centres for library services met in The Hague. They decided in principle to cooperate in future and to exchange information on their work.

In 1978 this informal cooperation was institutionalized by the establishment of the Round Table of Centres for National Library Services, working with IFLA.

Members of ROTNAC can only be national organizations which are members of IFLA and have an organization to some extent providing central services, having distinct connections with the government and/or library organization. Consequently, a completely private firm or one on a commercial base is not eligible for membership of ROTNAC.

At present ROTNAC has 17 members. Members are the directors of the national centres, who meet at least twice annually. Once during the IFLA Conference, where general topics are discussed and business meetings held, and a second time in May, when they exchange information on their activities.

ROTNAC's significance, however, is not only found in these regular meetings of directors, but particularly in the fact that ROTNAC aims at covering the whole business of each centre. Apart from the meetings of the directors, specialists from the bureaus meet at least twice annually to discuss their specialisms.

In the course of the years working groups have discussed the following subjects:

- books for the handicapped
- audiovisual media
- production of catalogue cards
- service to school libraries
- automation and databases
- central buying and binding of books.

The reports of the Working groups are discussed by the directors and published in the ROTNAC Newsletter.

In the last decade this Newsletter has appeared twice annually and it has been distributed among the staff members of the ROTNAC members. Thus other staff members are also informed of developments elsewhere and can benefit from this information. Consequently, ROTNAC is not only an affair of the directors, but also a matter of interest within the member centres.

Apart from the attention for more specialized subjects, the directors bring up general matters.

A comparison was made, for example, of activities undertaken by the various centres, their size and pricesetting.

Lively discussions were held on starting points for policy-making within the various centres, on management, long-term programmes and on the impact of the economic crisis on library work and on the centres themselves.

Of course, all these intensive contacts are leading to forms of cooperation, to import and export of one another's articles and to many mutual contacts.

The members of ROTNAC are also convinced of the great significance of their work for library work in general.

They wish to convince others of the advantages of central service as well. ROTNAC is particularly convinced that central service is very significant to the development of library work in the Third World.

Therefore, ROTNAC organized a travelling seminar with Unesco assistance in 1981. For three weeks the centres hosted participants from 12 developing countries and informed them on their central service procedures.

By means of discussions and an evaluation at the end of the seminar the advantages and disadvantages were summed up, and guidelines were published for the establishment of central service in the Third World.

Because this activity should be followed up, a joint meeting with the Round Table for the Management of Library Associations is scheduled for the Brighton Conference, and ROTNAC will cooperate in a post-session seminar to be organized by this Round Table in

London.

In the course of time various joint meetings with Sections and Divisions were held with the same objective.

Subjects were the following: central service for the disabled, for ethnic minorities and for school libraries.

It is peculiar that such a joint meeting was so far never organized in cooperation with the Section of Public Libraries. Peculiar indeed, because public libraries benefit most from central service.

In all these fields ROTNAC will be active in the years to come as a true cooperative body between the centres.

A cooperative body not only discussing and developing theories, but also directly influencing the execution of the work, concretely and tangibly.

That combination of theory and practice is one of the most wonderful things of ROTNAC.

IFLA
1987

IFLA GENERAL CONFERENCE, BRIGHTON

Division: Libraries serving the General Public

Joint meeting of ROTNAC and
RTMLA

30-RTMLA-1/ROTNAC-2-E

CENTRALIZED LIBRARY SERVICE

by

Jan GUMPERT
Managing Director
Bibliotekstjänst AB
LUND, Sweden

KEYWORD(S):

For internal use only: Si
To be brought to meeting no:
146

Remarks:
to be presented orally ☒
for distribution only ☐

Centralized Library Service

The national library service centers (hereafter referred to, for the sake of simplicity, as library bureaus) which now exist in a growing number of countries, particularly in Europe, have all developed in a natural way as a result of the well-known need of public libraries to operate more efficiently and to cut costs. The initiative to establish these library bureaus has in many cases come from library associations; in other cases, it has been the result of investigations and proposals by governmental library agencies. It is perfectly natural that small countries such as the Scandinavian ones, with their well-developed public library systems, uniform classification and cataloging rules, and generally good infrastructure, should have been among the first to establish a centralized library service. Sweden and Denmark took the lead and by the 1930s the groundwork had been laid for what was later to become Bibliotekstjänst in Lund and Bibliotekscentralen in Copenhagen. Since the Second World War library bureaus have been built up in such countries as Norway, Finland, West Germany, Holland and Belgium, to mention just the most active ROTNAC members. Today ROTNAC (Round Table of National Centres for Library Service) numbers among its members just over ten countries. The chairman of ROTNAC, Dick Reumer, has already talked about ROTNAC at the opening meeting of the Division of Public Libraries, and he will have more to say on the subject at a post seminar in London. Walter de Ceuster, director of VBC (Vlaamse Bibliotheek Centrale in Antwerp), is going to speak about that organization, which this year celebrates its 10th anniversary. A presentation of a number of ROTNAC members is also included in the special issue of ROTNAC News that has been published for this congress. In addition to all this, there exists a sizeable amount of printed matter dealing with the organization of each member country's bureau.

Therefore I shall not go into detail in this speech regarding the structure and range of services of each organization but rather attempt to shed light on the various solutions that exist concerning the aims, organization, owner relationships, and choice of product and service areas. I shall also attempt to present some views, based on many years' experience, regarding the advantages and disadvantages of a centralized library service.

I believe that the aim of all centralized library service is the same, namely that such service shall mean reductions in cost and better service to customers, that is to the libraries, and also improvements in the quality of the materials and services that libraries offer to the public. This is especially apparent in the bibliographic sector. It goes without saying that centralized cataloging and catalog card production involve both large savings and a guarantee for high bibliographic standards. Swedish figures show that several millions of crowns are annually saved through centralized service in this area. A centralized production of forms as well as catalogs, bibliographies and other bibliographic aids also means savings and greater efficiency. A problem for library bureaus when it comes to producing PR and publicity materials for library use is to find a level appropriate to the majority of libraries--a sort of average level, in other words. Another area in which centralized service has shown itself to be advantageous to the libraries has to do with the books themselves. In order to be circulated, they need to be equipped with call numbers, bookcards, book pockets and, more recently, bar-coded labels for automated circulation. Moreover, publisher's bindings need in many cases to be strengthened or rebound in order to stand frequent borrowing and sometimes even rough treatment at the hands of borrowers. This is particularly true of children's literature. Doing all of these things centrally brings great benefits, and if these activities are combined with a centralized purchasing channel, the dividends can be even greater. This type of service is well developed in the Scandinavian countries as well as at EKZ in West Germany and NBLC in Holland. In some cases, the distribution of books is carried out in cooperation with booksellers; in other cases, the books are sent directly to the libraries without the assistance of the local bookseller.

It is important for libraries to have an idea of what is being published, particularly in their own country. However, only a small portion of all books are given a review in the daily press or in specialist journals, and publisher's advertising does not always give a clear indication of a book's quality. Therefore it is a matter of course that several library bureaus should have established a review service which with the help of in-house and freelance specialists provides reviews of forthcoming literature that are as objective and neutral as possible.

What has been said here regarding books is also true of other media such as records, music cassettes and, more recently, videos. Here, too, it is a question of putting the materials in order for library use, cataloging them, and in some cases even producing a review. A centralized service can also serve an important purpose in this area.

All that I have said up to this point has dealt with the bibliographic aspects of centralized library service. But a specialized service has shown itself to be of value even with regard to library interiors and furnishings--especially in smaller countries, where the furniture industry does not find the library market interesting enough to warrant making the efforts required to develop such special library products as card catalogs, circulation desks, book trolleys, etc. The same is to some extent true of the development and productior of modern shelving systems, where greater demands for durability and flexibility are made in a library than in a home environment. Even when it comes to library materials such as bookends, display stands, equipment for the care and preservation of books, etc., there is a need for a specialization which is not always available on the general market. Therefore it is not surprising that the library bureaus of certain countries have built up a service aimed at satisfying the libraries' needs and desires. In West Germany as well as Denmark and Sweden this area of library service has become quite extensive, and this development has resulted in a growing export to other countries.

It would perhaps be interesting, now, to take a closer look at the central library bureaus of various countries from the organizational and ownership point of view. A common feature is that close cooperatio with the country's library association is taken for granted. It would be impossible to operate a central library bureau in an effective way without such natural cooperation. Many impulses and ideas worth developing are put forth, quite naturally, by the libraries themselves often via the library association. In Holland the library association and the library bureau are almost totally integrated. In Sweden the library association is Bibliotekstjänst's principal owner and in Finland there is the same sort of relationship with regard to Kirjastopalvelu. The federal states of West Germany and a number of cities there are among the owners of EKZ, and in Norway the library bureau is owned by the local authorities. The organizational form chosen in Denmark was that of the foundation, and the influence of the libraries and the local authorities is not exercised directly through ownership but through the make-up of the board. In some countries the activities of the library bureau, particularly in the bibliographic sphere, are given direct financial support by the government. In Sweden, which does not have a library law, it is the local authorities that bear the responsibility for the public libraries, and governmental influence is strictly limited. Nor does Bibliotekstjänst enjoy any economic support worth mentioning. The same is true of a number of countries: the library bureaus there must operate on a strictly commercial basis in order to survive and continue to develop. All of the library bureaus are of course in principle supposed to be non-profit organizations, but this is only partially true. In order to provide security for their employees, strengthen their own finances, and create opportunities for developing new products and services, they have to conduct business so that a profit is achieved, even if making as large a profit as possible can never be the main goal. It is sometimes felt that the library bureaus lead a secure and comfortable life in a monopoly situation in which the libraries are compelled to utilize their services whether they choose to or not. Nothing could be more erroneous. In most countries competition is rather keen, particularly in the area of library interior design, but also when it comes to supplying books. In several places private companies have been started with the aim of directly competing with the existing library bureau. In some cases, it may be the booksellers' association that is behind these attempts; in others, it is simply a question of business-minded librarians trying their luck. I see nothing wrong in this. On the contrary, such competition is useful: it sharpens demands and increases efficiency at the central library bureau. However, it can sometimes be felt to be unfair, and that happens when the libraries demand that their own organization provide a far-reaching service and a wide range of products and services but do not require the same of competing companies. It is then far too easy for the latter to take the plums. The strength of the national library bureaus lies, however, in the opportunities they have for close cooperation with the libraries and library associations and in the fact that they make it possible for libraries to purchase all services and products in an efficient manner, from one and the same source.

Up to now I have spoken mainly of the service that a central organization can offer in the bibliographical area as regards cataloging, the production of catalog cards, the publishing of bibliographies, professional literature, etc., as well as the supplying of various kinds of media. I have also touched upon the importance of centralized service for the design of library interiors and the supplying of furnishings. An area that should also be dealt with here is computer technology and its application in the library. As institutions engaged in the recording and circulation of literature, libraries ought, of course, to possess the ideal prerequisites for using computer technology. And obviously the central library bureaus should take the lead in the development of both central and local ADP-based library systems. The fact that this has happened to only a limited extent can be attributed to a number of factors. First of all, for many years there existed in the library world a considerable scepsis regarding computer technology, a fear that computerization would lead to staff reductions, a fear of winding up in a far too sterile and mechanical environment, and a fear that a far-reaching recording of lending data would entail a threat to personal integrity. This stage has now been passed, and today libraries have an almost enthusiastic attitude towards the possibilities offered by computer technology, especially with regard to information. It has also turned out that the introduction of automated systems has not resulted in cuts in personnel. Instead, libraries have been able to provide better service to users, to achieve a better utilization of their resources and, in some cases, to have longer opening hours without having to increase staff loads in several areas. For the library bureaus, the chief obstacle to getting involved in library automation has been the question of financing. The development of automated library systems involves extremely large investments, and only in a few isolated cases--Sweden, for example--has this occurred. The library market has instead been opened up to a number of computer firms that offer a variety of local library systems. These systems are seldom able to communicate with one another and the uniformity which has characterized the public libraries of a country runs the risk of being destroyed, thus impairing the chances for cooperation. I should like to throw some light on this development by pointing to the situation in Sweden. Bibliotekstjänst got involved in automation early and by the beginning of the 70s was in a position to offer libraries computer-based solutions to acquisitions, cataloging, and circulation control. The libraries that joined the system got their entire bookstocks updated and registered in a central database at Bibliotekstjänst. Today this database contains over one million titles, representing holdings of about fifteen million volumes. Through having equipped all of the books it has sold since the middle of the 70s with a bar-coded label that can be read with a light pen, Bibliotekstjänst has made the transition to its automated library system easier with regard to both cataloging and circulation control. Today about 80 of the country's 284 local authorities use this centralized automated library system to one extent or another. The central database, which can be searched online and which provides not only bibliographic information but also information regarding locations (which library has a particular title, where it is shelved within the library system in question, whether or not it is checked out) is very important for libraries. It provides bibliographic support and it can make interlibrary lending easier. It has, however, not been possible for Bibliotekstjänst to develop a local automated library system of its own, which means that libraries are compelled to choose other suppliers should they require a local system or wish to change from a centralized system to a local one. In that case it is to be hoped that they will insist that their suppliers make it technically possible for them to communicate with the central database. Another possibility is that of decentralized registration of bibliographic data in the central database, that is to say, allowing libraries with qualified catalogers to assume the responsibility for registering their own recent acquisitions. I have made this rather long digression knowing that other library bureaus are building up or planning to build up central databases. I only wish to point to the importance of securing, in so far as it is possible, communications between these databases and the local systems that libraries may have become involved in.

Finally, a few words about the advantages and disadvantages of a national central service organization within the library sector. I hope that what I have said up to now has made it clear that a well-organized central library service can mean a great deal to libraries. If the service were not of importance, libraries would not use it, and it would gradually be discontinued. This has not yet happened in any country. On the contrary, it would appear that the library bureaus have grown stronger and more important and have become involved in a wider field of activities. There is, however, a latent danger that a successful service institution will become so impressed with itself that it will lose interest and the ability to listen to its customers. This is a common phenomenon in all spheres of activity. It is corrected to some extent by the existence or fear of competition. Only if products and services maintain a high standard can success be achieved. It has also been said that the more efficiently a library bureau functions, the more it is utilized by libraries. But the more libraries make use of it, the more tied to it they become--something which they dislike in the end. I believe that both of these situations can best be dealt with through regular contacts with libraries, a continuous dialog, and a willingness to listen to one another.

I hope that this talk will serve to stimulate new countries to start some form of centralized library service. We, the members of ROTNAC, see it as one of our tasks to assist with practical advice and ideas based on our many years of experience. As you have seen, there is no one formula for building up a centralized service, regardless of whether or not it is a question of organizational form, owner structure, or range of products and services. You are heartily welcome to join us.

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Section: JOINT MEETING OF ROTNAC AND RTMLA

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CENTRALIZED SERVICES FOR LIBRARIES

by

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CENTRALISED SERVICES FOR LIBRARIES

by : W. De Ceuster, director of the library centre of Flanders

CENTRALISED SERVICES

Central service for libraries consists of those activities which comprise or should comprise, the actual basic tasks of every library, but which are carried out nationally for the sake of improving quality and efficiency. (1)

In other words, services intended to promote the quality of th library work and to save time and money, and - this is very important - to improve the joy of labour for the library workers relieving the librarians of the dull routine work.
An example :
Every library buys books, periodicals and other information materials.
This means that a booktitel is bought in many copies in many libraries.
In each library there is an employee making the catalogue card in his characteristic manner.
May be, it should be better to let produce the catalogue card by one high qualified librarian (one of the best in the country in the field of the booktitel description), and to distribute printed catalogue cards among the libraries.
With this system we have just to make "one" booktitel description instead of hundred times again for the same book !

Thus, centralized services provide materials to support libraries in carrying out different basic tasks :

- acquiqition, storage, retrieval and processing of books and of other information materials;
- lending information materials;
- provision of facilities for consulting information materials on the spot;
- providing users, both individually and in groups, with information from and on information materials;
- helping users, both individually and in groups to identify and define their information requirements and to offer them guidance in the search for and the selection of information materials.

This list is not complete, but further items will be added.

The work of a centre for library services with an exstensive range of services contains three main tasks :

1. Bibliographical services;
2. Library supply services;
3. Advisory services.

Looking at the centres in the different countries in Europe, we can recognize these three kinds of library services, but in each centre with different accents.
The accent depends on the tradition in the national library work and on the difference in culture, the difference in library ssystem and in library policy.

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(1) Central services for libraries : report of the travelling seminar. ROTNAC. 1981. Page 4.

However, centralized services for libraries aim to : (2)
- save time and money;
- obviate time-comsuming routine work;
- provide services not undertaken commercially;
- help in the improvement of library provision and the conditions under which such provisions are carried out;
- improve the quality and range of library supply services;
- provide services cheaper, or at competitive prices.

To reach those aims a central service has to pay attention to the economic use of money, to the staff and to the library system of the country to which the centre belongs.

- Staff

. better use of professional staff by saving staff-time through centralisation of technical services. Staff-time will than be devoted to real professional duties and research;
. availability of highly qualified staff, specialized in various fields;
. possibility to fullfil many tasks which up till then were hardly possible.

- Improvement of the library system

. strengthening and improving of library work and help to improve the library system;
. uniformity of basic services with flexibility for specific needs of each service point;
. help to mutual library cooperation;
. furtherance of the communication between the different types of libraries;
. help to guarantee the uniformity and to adapt the standards.

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(2) DEWE, Michael. Library supply agencies in Europe. Page 155.

WHAT TYPES OF LIBRARIES HAVE TO BE ATTENDED TO ?

Generally we may say that central service should be aimed at all types of library work.
The following types have to be considered : public libraries, school libraries, national libraries, heritage collections, research libraries, libraries of the Ministries, libraries and institutions with special aims, and also archives, sometimes closely connected to the library work.

The way in which this wide range will be realized, depends on the situation in the country and the prevailing culture policy.
In most of the national centres in Europe, absolute priority is given to the public libraries and the scholl libraries.
The following motives are taken into consideration :

- schools and library work are an essential part of the education of the people;
- dissemination of the library work over the whole country and at all levels of society is essential;
- public libraries and school libraries are larger in quantity than the other library types. In this time of economic crises there is a shortage of finances. Therefore it is the best to give piority to public libraries and school libraries disseminating the initial costs of setting up the centre over a big number of libraries from the beginning.

WHICH CONCRETE ACTIVITIES COULD BE SET UP THROUGH A LIBRARY CENTRE ?

Making a survey of the services of the existing library centres in Europe, it is remakable that there is a great consensus of opinion about the kind of activities who should be centralized.
Central activities mostly developped are the following :

1. Centralized cataloguing

One of the most time-absorbing and expertise demanding activities is cataloguing. It is no wonder that in general this activity is one of the most wanted central services, connected to a centralized cataloguing of all libraries which order these cards.

2. Centralized acquisition

This service includes the acquisition of books and audivisual materials and the provision of information and advice on new publications.
Connected with this acquisition activity most of the existing national centres are working as purchasing centres.
The books are directly bought from the publishers, processed by the centre in a strong and attractive library binding, and delivered to the libraries, ready for loan.
Central service in this field influences the quality of the book selection. It is clear that the central processing of books in a large number and at one place, saves time and money, and relieves librarians of dull routine works.

3. Bibliographical and indexing services

Besides centralized acquisition there is a need of a centralized service of bibliographical aid, such as annotated booklists, bookreviews, selected reference lists, monographs and bibliographies, as soon as possible, helping the librarians and the library users, both individually and in groups, based on short information times and rationallity.

4. Book and library promotion

Book and library promotion campaigns are very expensive. Certainly when a library has to do it on its own.
Through central organizing of bookweeks, exhibitions in cooperation with the publishers and the national education institutions, reading and library use may be stimulated.
The materials (posters, and other publicity materials have to be produced centrally to disseminate the initial costs (lay-out, type-setting, printing, etc.) producing larger quantities.

5. Publishing and printing activities

This department produces library literature, manuals, newsletters and booklets with subjects as standards, library science, tips for library work, and provision of information aimed at users of various categories, especially for adult literacy campaigns and campaigns for disabled people, reprints of press clippings, materials for the blind, etc.
These activities are not done by private commercials firms. The have no interest in non-profit business.
In some countries, for instance in the Netherlands, books are printed in several languages of immigrated people, by the national library supply centre.

6. Library furniture and equipment

Central service is necessary regarding information and advise in the field of library furniture and equipment.

For that purpose a central documentation system of all materials and publications which are present on the market, will be a good help for the librarians. Certainly when the information is given about the production preferably in the country.
Some centres make joint ventures with manufacturers, other centres are producing their own library furniture or work as an agent selling furniture. Through a showroom, traveling exhibitions, dissemination of documentation among the libraries and a selcted and adapted offer can be made.
The same applies to library supplies as technical library materials, bookmarks, bookplastic, stickers, filing systems, book repair materials, labels and signs for library use, etc.
Bij central producing, costs can be saved and the work can qualitatively be improved.
But keep in mind: "The offer of library supply materials should keep pace with the offer of the remaining central services as mentioned before and should be keep pace with the national and international library standards!".

7. Advisory and consultant services - central training for library staff

All the centres in Europe provide librarians with advisory and consultant services, both in connection with the specific services of the centre and with the library work in general.
Althoug training does not belong to the group of activities that comes under central service.
In some of the European countries the training for library staff is expressed on organizing workshops and seminars in which experts of the library association and other institutions are involved.

8. Central databases and automation services

In some countries the automation service is part of the centralized service. In other countries it is the task of the Ministry-separtment responsable for the national library system.
In an integrated automatized library system there are local functions and regional functions. Connection with the central service of the book purchasing and the central cataloguing service is, without doubt, highly recommended.
The same concerning the documentation of articles in periodicals, newspapers and organs of opinion.

9. Sundries

In the view of saving time and money and/or improving the library system even more activities are to be considered as centralized services :
- rebinding and repair of old books;
- stencil and offset services;
- improvement of readers habits;
- production of books in braille and talking books;
- reviews of foreign novels;
- etc.

(Further items may be added to this list).

GOVERNING BODY

The right form of the supervision and management of a central service depends on the situation of every individual country. Generally, a separate body is prefered, which can completely dedicate itself to central service. It can be a separate state body, a state company or an already existing library board. In other cases preference will be given to a private statutory body with representation from the library association and/or the government.
It is recommended to give the management of the central service in the hands of the library association. However, strong representation of the library association on the board is considered desirable.
Proliferation of new bodies, each with a special task in the field of centralized services, or sharing of responsibilities, would be a big mistake.
Centralised services are to be under the responsibility of one organisation with adequate initial resources and visualised as a non-profit-making company. This means that profits ar put back into the company to develop new activities.
In Sweden and in West-Germany the national library centres are limited companies. There is a little difference. "Bibliotekstjänst"is owned by the library association, the shares of "die Einkaufszentrale für öffentliche Bibliotheken" are possesed by some government departments and of towns.
The members of the board of the Swedish library centre are nominated by the library association which keeps 100 % of the shares. One of the nominated members must be a representative of the national board of education.
The board of the German library centre consists of representatives of the shareholders. Some are officials of the civil service and the library service. One member on the board represents the book trade. But all members are nominated by the shareholders.

In the Netherlands the governing body consits of persons representing the membership groups: the member libraries, the professional members and the interested members outside these groups. In tradition a librarian is chosen as president or vice-president.
In Flanders, the members of the board are representing the different ideological and political library associations.

But always the centres are independent organisations, making there own decisions, in strong relationship with the librarians and working on a non-profit base.
Through the close contacts with libraries and librarians, the centre has to be an integral part of the library system as a whole.

FINANCE

Central service should be organized on the non-profit principle.
That means that all direct and indirect costs are on the customers, including desired investments and reserves for the continuity and quality improvement of the service. A profit can never go to private persons, but is to put back in the organisation.

The initial capital can come from shares or from the state (subsidies).
To be considered as possible shareholders:
- the library association;
- the state;
- the local authorities (districts, towns,...);
- education organisations.

Another possibility is a loan from the library association.

Other financial incomes should come from:
- membership fees;
- sales of materials and services;
- gifts from organisations of national development funds;
- sponsoring from firms;
- yearly grants from the state for special and important non-profit-making projects.

HOW TO START THE CENTRAL SERVICE

To be able to start a central service it is thought necessary that first the idea of centralized service will be introduced to the government, the library board, employees in the government-departments, through mass media and informal discussions with competent people in the government-departments, and especially to the librarians through the library association, the library board, the national library, the national councils on libraries, etc.
This might also happen through meetings, workshops and seminars, but especially through information in the professional library journals.
As soon as the idea of central service is accepted in a wide circle, a small committee should be established by the most powerfull professional institution of the country.
Depending on the various situations in every country, these might be various institutions like a department of the government, the library board, etc.
There must be a limited number of representatives on this preparatory committee. They should come from all the bodies responsable for the library work.
Particulary, representatives of the library association must be on the committee.

The committee should draw up :
1. an inventory after the needs and the problems;
2. a survey to detail services to libraries already existing;
3. a manpower survey to detail existing personnel and the personnel needed;
4. a priority-list of the most important needs;
5. a survey of which of these problems can be solved by central service and how.
6. a comparison between the cost and labour-time of these activities, and the cost and labour-time if this is done without central service;
7. a workplan and a proposal for the best managing institution;
8. a list of resources;
9. a survey on how much financial help and by whom will be necessary for the first 3 or 5 years.

The report will be submitted to the institution that has set up the committee.
This institution gives it to the library association and all other institutions involved in library work in general for aproval.
After this discussion the revised report will be offered to the government as an official proposal.
After the acceptance of the proposals the responsable institution will have to be indicated and after the appointment of personnel the centre can start.

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Library Development Worldwide:

The Role of the British Council

by

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Abstract

Library Development Worldwide : the Role of the British Council

by Gillian M Roche

The British Council has been involved in assistance to library development worldwide almost since its beginnings in 1934. The article describes the four main phases of this assistance, in the context of the development of its own library, bibliographic and information services and as part of the British Government's aid programmes.

The emphasis has primarily been on national public library systems, based on the concept of financial, legislative and moral commitment by host governments complementing the aid input.

LIBRARY DEVELOPMENT WORLDWIDE: THE ROLE OF THE BRITISH COUNCIL

by Gillian M Roche, The British Council, London

When the British Council for Relations with Other Countries was founded in 1934, Britain already possessed a considerable library system. The national library had been established through the 1753 British Museum Act, public libraries owed their origin to Acts of 1850 and 1919, the Library Association had been founded in 1870 and ASLIB in 1924. University College within the University of London had established the country's first library school in 1919, the National Central Library had been set up in 1916, co-operative schemes had begun to flourish and the British publishing and bookselling industries were strong and effective.

It should perhaps not be surprising therefore that an organization such as the British Council, whose 1940 Royal Charter of Incorporation defined its objectives as "promoting a wider knowledge of our United Kingdom of Great Britain and Northern Ireland and the English language abroad and developing closer cultural relations between our United Kingdom... and other countries for the purpose of benefiting the British Commonwealth of Nations" should have had as one of its main activities the 'promotion of the printed word'; promotion in its widest sense in terms of book presentations, the creation of its own libraries and assistance to the development of libraries in other countries, the provision of bibliographic support for the selection of materials, its own publishing programme, the administration of a scheme of low-priced editions of textbooks for students and measures such as exhibitions and the provision of information to the publishing and bookselling trades in order to make British books more widely available overseas through commercial channels.

Not all of these activities date from the Council's inception. Nor, as will be seen, has their importance remained steadfast, either to the Council or its sponsors. The Council's official history by Lady Donaldson[1] pays scant attention to libraries and books but fortunately that is to be remedied very shortly by the publication of a book on the history of the Council's libraries and its contribution to library development **'Spreading the Word'** by Dr Douglas Coombs[2], who was Controller of the Council's Books Division from 1980-84.

Over the past 40 years in particular the Council, as Dr Coombs and earlier commentators have indicated, has experienced a very close interweaving of the development and maintenance of its own libraries with those in the countries in which it has operated. This is due in part at least to its relationship with its sponsors (the Foreign Office, the Colonial Office and the Commonwealth Relations Office in the early days and today the Foreign and Commonwealth Office and its aid component, the Overseas Development Administration) and their perception, as well as the Council's, of the relative value of books, libraries and information whether in terms of aid to educational and other development or the promotion of British thought and achievement.

In its definition of 'The Main Tasks'[3] on the occasion of its 25th anniversary in 1959 the Council acknowledged in its printed word activities its partnership with other British agencies, including British book and periodical publishers and the Central Office of

Information. It might also - and perhaps should - have included in its partnership survey overseas governments and other non-British (aid) agencies for it is this partnership role, and its relative strength and weakness, with other agencies, both British and non-British, which has been crucial over the years to the Council's library development activity.

It is also equally true, as Roy Flood, then Director of Libraries Department, pointed out in a paper given at the Library Association's 1978 conference, that the Council's "involvement grew out of response to needs and opportunities rather than (having been) a planned policy from the beginning. The policy appeared at a later stage and amounted to an acceptance that what the Council was doing was essential and effective and it was the organization best equipped to do it"[4].

The early years

Writing in 1951[5], John Barnicot, one of Roy Flood's predecessors, acknowledged that the need for presentations to other libraries was inherent in the 1935 agreement with the Publishers Association, which allowed the Council full trade terms on its book purchases. It was not, however, until the early 1940s that the presentation of books to institutional libraries, Anglophil societies and Council-controlled institutes came to be supplemented and superceded by a very active involvement in the development of public libraries in the colonial territories of the West Indies and West Africa. In both areas the partnership and responsive role was evident in the way in which the Council built upon earlier work undertaken under the auspices of the Carnegie Corporation and the Ford Foundation.

But this was not to be piecemeal assistance. As Sir Ronald Adam, the Council's Chairman and the then President of the Library Association, pointed out in June 1949: "The Council took the attitude that to plan only for individual centres would be shortsighted in the extreme and that, wherever possible, a coordinating scheme must be the background of all library planning. In other words, the library basis must be the region and not isolated points"[6].

Following a ruling by the Colonial Office that the Council in the West Indies should concentrate on public library services, in January 1945 the Council was able to take over the Central Library Scheme based in Trinidad, which evolved into the Eastern Caribbean Regional Library Scheme. The intention had been that participating countries should contribute local costs for the development of free public libraries, whilst the British Council grant should provide books, training and professional advice but formal government commitment within the region was not forthcoming and the scheme gradually faded out during the 1960s.

In Jamaica the policy of 'matching commitment' was much more successful. In 1944 Hugh Paget, the Council's Representative, had invited Nora Bateson to draw up a plan for the development of a library service and this formed the basis of the Jamaica Regional Library Service. Legislation was enacted, a Library Board was established and the Council agreed to "contribute £70,000 over 10 years... on condition that the Jamaica Government contributed £100,000 over the same period"[7]. No reference to the Council's work in the Caribbean would be complete without paying tribute to the work of Sidney Hockey, who spent some 10 years in the region, with both ECRLS and JLS. He is one of the band of Council librarians whose individual contributions to library development have been much appreciated over the years around the globe.

In West Africa by contrast the story is one, at this stage, not so much of the creation of national library services but rather the emphasis on the need for training and the transformation of the Council's own libraries into public libraries, usually conditional however on matching inputs from the local authorities. The parallel success story to Jamaica's was that of the Gold Coast, pioneered by Evelyn (Eve) Evans, who was recruited by the Council in December 1945 and who was to become the first Director of the Gold Coast Library Board in 1950.

Eve Evans has herself written a book about the development of libraries in Ghana, **'A tropical library service'**[8]. As with Jamaica, the library scheme she drew up during her five years with the Council envisaged legislation, the establishment of a board and appropriate financial inputs for a countrywide library service. As Stephen Parker (himself a former Council librarian and Director of the Botswana National Library Service) has written:

> "The successful establishment and development of the Gold Coast Library Board proved beyond doubt that given the right combination of official support, outside aid and encouragement and professional supervision, the development of a viable national library service in a developing country was perfectly feasible.

> It provided a working example of a nationally organized service, established on a firm legislative basis and with centralised policy making and administration... The service acted in varying degrees, as a model for the subsequent development of similar national library services in (East and Southern Africa)"[9].

This early involvement by the Council in the development of public libraries in these two regions was however to be short lived. On 9 August 1948 the Colonial Office issued a Definition Document which stated that "it is not a function of the Council to establish or maintain general public libraries in the Colonies". Existing commitments were "to be transferred to other authorities as speedily as circumstances permit in each case" and assistance was to be limited to making presentations and, "for the time being at any rate, in helping to train local staff and in lending staff temporarily to organize library services"[10].

So ended one very distinct phase of the Council's work in library development and one which, as will be seen, set the tone for future activity. The emphasis was on public libraries, developing library systems modelled along British lines as part of Britain's overall assistance to the colonies, but based very firmly on identified needs in individual countries. Whilst there was to be some marginal activity in the 1950s, for example the Council continued to be responsible for the Eastern Caribbean Regional Library until March 1953, it was not until the end of the decade that it would once again be in a position to materially assist in the creation and expansion of library services other than its own.

A period of expansion

On 22 June 1959 the British Government announced certain measures to "increase the flow of British books and periodicals abroad". Of these, two were of specific interest in terms of library development, namely:

> "to promote the production of low-priced books for sale in certain countries where there is a large unsatisfied demand for such books;
>
> "to assist, through the British Council, in the development of library systems in a number of colonial territories, including the establishment of central libraries, regional branches, book vans and book boxes"[1]1.

The motive therefore was not entirely one of altruism but the proposals were responsible for the creation of the English Language Book Society which continues, 30 years on, to provide textbooks for students and libraries in developing countries at between one third and one half of the cost of the original editions, and for the continuation in East and Central, as well as West Africa of assistance to the development of national public library services. As a Council report of a few years later read:

> "This was a welcome chance for the Council to apply itself once more to work of a kind which... it had initiated with some success... No term was set to this new scheme; and the conditions were sufficiently wide to permit the Council to consider a variety

> of projects... in the six years of operation to date assistance has been given to 22 schemes in nine countries"[12].

The emphasis was to remain on services having a central policy and administrative direction. "In the developing countries of the Commonwealth the way forward appears to lie in the pooling of resources in a national system... centrally based, and with regional branches developing in due course; professionally staffed; with a regular fund for new books; known as providing reliable and resourceful centres of information and documentation; with plenty of space for readers; and generally incorporating a service to schools."[13]

But progress was not always easy. There were suggestions of neo-colonialism in trying to run 'British style' libraries in developing countries, libraries were having to compete for attention in governments' eyes with other aspects of development and the limited funds at the Council's disposal, some £80,000 annually, had to finance capital and not recurrent expenditure. Nevertheless, through the work of Council librarians such as John Schofield and Sidney Hockey, who were posted to Nigeria and Kenya respectively as library advisers in the early 60s, the Council helped to establish through its Public Library Development Scheme over the next 12 years national public library services in Kenya, Tanzania, Uganda, Sierra Leone, Malawi, Botswana and Swaziland and to expand services in Nigeria. Outside of Africa assistance was provided for the first public library in the Soloman Islands and the first free public library service in Fiji.

Parallel to this activity the Council was developing its own libraries around the world which were often seen as surrogate public or academic libraries, where local resources were limited. This was happening too in those countries in which the Council was assisting in the development of local services, and following the issue of a directive from headquarters, once again, in Ghana, Gambia and Uganda, Council libraries were handed over to the local authorities. Council libraries have, over the years, opened and closed, depending on the state of local library services, but in many countries they have played and continue to play an exemplary role, as models of good library practice with, open, access to a very wide range of books, periodicals, audio visual materials and, now, computer software.

It is estimated that some £½ million was spent during the period 1959-69 on library development, the funding being made available to the Council from the Commonwealth Relations Office and the Colonial Office. This was to change however by the end of the decade when responsibility for library development passed to the Ministry of Overseas Development (ODM), ending the second major phase of the Council's library development role,which had taken place during the period which saw the emergence of independence for many of Britain's colonies. Libraries were recognized as being of importance within education and for development and it is a tribute not simply to the British Council but to the individuals who were responsible for shaping library services at that time that so many of them continue to function and indeed flourish.

The 1970s

Since 1971 and the announcement of the British Government's 'Expanded Programme of Books Aid' the Council's role has been chiefly one of administrator and agent as the primary funds at its disposal have been aid funds, over which nevertheless the Council has had considerable control.

The new programme arose from the recommendations of a joint ODM/British Council/FCO working party on books, periodicals and libraries which recognized, in the words of a former ODM Education Adviser, that "the provision of books is an economic, convenient, effective and much appreciated form of aid, as books are an essential tool of development"[14]. The new Books Aid Policy expanded the Low Priced Books Scheme, and in 1973 transferred its administration from the Central Office of Information to the Council; created the Books Presentation Programme (BPP), to provide for the presentation of books to the libraries of educational institutions; doubled the funding available to the Public Library Development Scheme and formally established three Public Library Development Officer (PLDO) posts, to be filled by Council librarians, to research likely projects and administer the scheme.

Here at last was the recognition of the growing importance of libraries to the academic world and to educational development in general in developing countries which perhaps had hitherto been neglected. The emphasis however was still to be on public libraries in Commonwealth Africa: the PLDO posts were created in Swaziland (as Director of the Swaziland National Library Service (SNLS), in Zambia and in Nigeria with a remit to advise London on public library development programmes in East and Central Africa, and Nigeria and West Africa respectively, and to implement projects, which included at this stage mobile libraries, extensions to buildings and presentations of books and equipment. It is interesting to note that, since the end of 1986, ODA has been supporting the SNLS again in terms of a supplementation for the Director's post.

Over the next few years it became clear to the Council and to ODM that the two schemes, BPP and PLDS, were not entirely complementary. At the same time Britain's aid policy changed: in 1975 a White Paper announced that the new aid emphasis was to be **'More help for the poorest'**. In the field of books and libraries this was not to be easy to implement for the Council's traditional role had assumed an elite, English-reading public. Initially however the changes were not dramatic, and by 1976 PLDS had become the Library Development Scheme (LDS), with funds made available to developing countries outside of Commonwealth Africa, and the BPP was extended to include presentations to public libraries, which had formerly been excluded.

Although the major project at this time was the development of the Lesotho National Library Service, to which the Swaziland LDO post had been transferred, the Council was finally able to call on official British aid to fund a variety of smaller projects around the world, from Afghanistan to Zambia and, after an absence of some 30 years, it was once more able to fund library development projects in the Caribbean. There were to be more mobile libraries, presentations of books and, under a pilot scheme, audio-visual materials, but predominantly funds were provided for short-term local or regional training in librarianship.

It would be incorrect to suggest that, until this point, the need for professional training had not figured prominently in the Council's list of priorities, for the Council had been involved from the very start in a number of training schemes, in which it had often co-operated with the Library Association, and had consistently encouraged counterpart training in Britain. In 1943 it had assisted Helen Stewart to run a regional training course in the Caribbean and in 1944 it had established the Achimota Training School near Accra (destined only to run for a year). Following representations by Sidney Hockey in the 1960s multilateral funding enabled the East African School of Librarianship to be founded at Makerere in Uganda and it was the Council in Lesotho which in 1976 invited Ronald Benge to undertake an advisory visit to that region, which resulted in recommendations leading to the creation of the certificate course at the Swaziland College of Technology and later at the diploma and certificate courses at the University College of Botswana.

But now it was able to spread its net much wider. Long-term training in Britain could be provided under ODM's technical assistance (later technical cooperation) training programme, and many countries have continued to benefit under these provisions, with some 60 students in Britain under TCTP auspices studying librarianship and information science in 1986/87. But LDS funds were able to provide lecturers for the University of the West Indies and for the University of Jordan and for the UNESCO regional training project at the University of the Philippines. There were short courses for medical librarians in Bangladesh and for agricultural information workers in Thailand and the Philippines, and cooperation with the German Foundation for

International Development (DSE) for the training of East African information specialists. Much of the training was geared to the needs of those libraries which, on developmental grounds, were eligible to receive presentations under the BPP, but whose staff needed professional updating, and this training continues to be given although it is now funded from the BPP itself.

By 1978/79, when the BPP stood at £1.2 million and LDS at £500,000, ODM was considering whether books aid programmes should be further expanded. The Council had been encouraging ODM to consider assistance to rural libraries, including the presentation of indigenous material, within the context of the new aid policy and the increasing emphasis being given by UNESCO and others to integrated national library systems, and early in 1979 a joint ODM/BC working party was set up to consider the question of assistance to the publishing and production of indigenous materials. By the end of that year however there were to be cuts in aid funds which, despite protestations by the Council, resulted in the phasing out of the Library Development Scheme in 1980.

This brought to an end what might be considered the third phase of the Council's library development work which had seen a growth in the number of smaller projects, in response to locally expressed needs over a much wider geographical area and in line with the indigenous expansion of library services. Aid funds, through bilateral technical cooperation programmes, were still to be available - for training, for the recruitment of experts, for the supply of library equipment - but by this act Britain had withdrawn from the library development arena, in as much as there was to be no funding focus for such work, and its withdrawal from UNESCO in January 1986 has similarly meant a reduction in the extent to which British expertise can be channelled overseas.

But it is not in the Council's nature to remain inactive in this field since the printed word, as defined at the beginning of this paper, remains a core activity. It continues to administer the BPP and has seen a rapid expansion of the programme since the Overseas Development Administration, the successor to ODM, agreed that funds should be voted from bilateral technical cooperation programmes, and that the Programme should be flexible enough to accommodate training courses and the provision of small items of stationery and equipment.

Through the contact its own libraries and librarians have with the library and information profession in the 82 countries in which it operates it has been able to encourage professional dialogue between British and local practitioners to the mutual benefit of all concerned: academic links have been forged between departments of library and information studies in Britain and in Peru, Indonesia, Mexico, Pakistan, Turkey and Morocco, a manpower survey has been undertaken in Botswana and the Council's programme of professional courses in Britain has recently included medical librarianship, information technology in libraries and conservation.

Council libraries, as has been mentioned earlier, continue to play a part in local library networks, and currently proposals are being formulated to re-open the libraries in Nigeria. There is close cooperation between the Council and those non-governmental bodies also engaged in library development activity, namely Voluntary Service Overseas (which currently has some 23 librarians serving in 11 countries) and the Ranfurly Library Service, which over the past 33 years has been responsible for donating some 12½ million new and second hand books to needy institutions overseas.

Nor should the Council's role in the provision of bibliographic information be overlooked. **British Book News** was first produced in 1940 and continued as a highly respected review journal until the beginning of this year. But since April it has been transformed into a monthly survey of new and forthcoming books which is distributed free to some 7,000 book buying institutions in developing countries.

With the advent of technologies which would seem to render the printed word obsolete there is a danger that libraries may be regarded as old fashioned and information a tradeable commodity, only available to those nations able to pay for its electronic transmission. Aid agencies continue to plough their own furrow and developing countries are increasingly unable to coordinate the various, tied, funds put at their disposal. As a recent publication puts it "some of this report's hardest words are reserved for aid coordination, where it finds donors and recipients sadly wanting, though making belated efforts to improve". 15 .

It is all the more essential therefore for organizations which are in a position to provide financial, administrative and logistic support to work in partnership - with each other and with the library and information profession worldwide - if the value of libraries and information are to be recognized as a potent factor in general economic development.

For its part the Council is currently involved in the formulation of a major paper on issues in library development which is to be discussed with the International Lending Agencies and which will attempt to identify criteria for the economic justification for and evaluation of library services and it has been the driving force, along with the Publishers Association, for the establishment of a consortium of British interests which will be in a position to respond to major International Lending Agency library development initiatives.

These are however fairly long-term plans and in the meantime considerable emphasis is being placed on cooperation with other bodies. The Council has made a significant financial contribution to this year's official pre-conference seminar 'The International Colloquium on the harmonisation of education and training programmes for library, information and archival personnel' to be held in London and many Council Representatives will be supporting attendance at the Brighton IFLA Conference. Recently the Council was able to contribute to a FID seminar on optical disk technology held in Britain and discussions continue with IDRC, with UNESCO, with DSE on ways in which cooperation can be achieved.

Libraries and information remain for the Council an inherent part of its own function and of significant value within the development process. Over the years it has assisted the process of library development in many different countries and in many different ways. It has been accused of offering library development with both "cultural and material strings attached" although "the relative looseness of the strings" is acknowledged 16 . It has endeavoured to share the British experience. It is for others to judge whether the time, effort and funds expended by the Council over the years have proved their worth.

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IFLA

1987

IFLA GENERAL CONFERENCE, BRIGHTON

Division: LIBRARIES SERVING THE GENERAL PUBLIC

Section:

85-GENPU-2-E

ANNUAL REPORTS OF SECTIONS OF THE DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC

KEYWORD(S):

Children's Libraries
Disadvantaged
Public Libraries
School Libraries

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IFLA

SECTION OF PUBLIC LIBRARIES

SECTION OF PUBLIC LIBRARIES
ANNUAL REPORT 1986 - 1987

Membership

217 IFLA members have registered as a member of the Section of Public Libraries, of which 62 are associations and 138*institutional members. The Section's Standing Committee consists of 19 full and one correspondencing member. There were no changes in the Committee.

Meetings of the Standing Committee

In the period under review the Standing Committee met three times: twice during the general conference in Tokyo, August 1986 and once in Moscow in February 1987. The latter meeting was at the invitation of our Soviet colleagues who arranged an attractive professional and cultural programme around it.

General conference 1986

The Section had some very successful sessions during the general conference in Tokyo. John Beard read a paper on "Charging for public library services", one of the Section's projects. As there proved to be a very great interest in the subject it was decided that one of the sessions in the 1987 conference will be dedicated to the same subject at which the final version of a report will be discussed.

As an introduction to an interesting visit to some of Tokyo's public libraries two papers were given on the development of public libraries in Japan and in Tokyo by Mamoru Nogami and Takashi Ito. In a joint session with the Section of Children's libraries Cheng Fuchen and Che Jiuzhi gave a paper on "The development of public librarianship in China" and on "Developing Children's libraries in Shanghai". Together with the Section on Statistics three papers were presented: E.V. Eenmaa on "Statistic analysis as a form of management of librarianship", Ernest DiMattia Jr on "Public library statistics in the United States: current practices and trends" and (unsolicited) M. Fung on "The dynamics of growing public libraries in Taiwan area".

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* 17 personal affiliates.

Projects

IFLA's Medium Term Programme mentions 9 projects to be undertaken by the Section of Public Libraries. One is of a general character: to arrange seminars on public library services and policy, particularly in developing countries. The others all concern concrete items and several of them are well under way. A short situation statement is given for each of them.

1. To review the role of public libraries in the eradication of illiteracy.

   On the basis of a literature research by Leif Kajberg (Denmark) a working group is preparing a report, to be presented in the 1989 general conference.

2. To study ways in which the performance of public library service can be measured and assessed.

   This project is being financially supported by Unesco. The Section has charged Nick Moore (UK) with a study of the subject. He will be coached by a working group and the report will be discussed in the 1988 general conference. It is expected that it will also be one of the subjects of a presession seminar.

3. To investigate the practice of levying charges for public library service and to establish the current relevance of the Unesco Public Library Manifesto.

   Mention has already been made of the report which has received preliminary consideration in Tokyo and will figure in this year's conference again.

4. To undertake a pilot project in a developing country for the establishment of rural community and library information centres together with the necessary infrastructure and training programme.

   Preliminary discussions are underway and a report is scheduled for 1992.

5. To undertake a study of children's and school libraries in rural areas and in particular of dual use libraries (libraries which serve both schools and the general public) in both developed and developing countries to determine the features and conditions necessary for their success.

   A working group has been set up and a report is expected in 1989.

6. To carry out a study of public library services provided for people at their place of work.

   A working group is being formed and will report in 1990.

7. To study the role of public libraries in continuing adult education and their relationship with institutions for adult education.

   A working group headed by David Lewis (UK) is studying the subject and will report in this year's conference.

8. To study the role of information technology in public library services in developing countries.

   Work on this subject will start in 1988 and a report will be requested for 1991.

June 10, 1987,
1870/hm/gz

**International Federation
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Internationaler Verband
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Международная Федерация
Библиотечных Ассоциаций и Учреждений**

CHAIRPERSON:
Gunilla Malmgren-Neale
(Sweden)

Secretary:
Phyllis Noaks(U.K.)

IFLA

SECTION FOR LIBRARIES SERVING
DISADVANTAGED PERSONS

REPORT - 1986/7

TOKYO CONFERENCE - 1986

The Section held three open meetings at the Tokyo Conference, one of which was a joint session with the Round Table on Audio-Visual Media. Papers were presented on - the use of audio-visual materials in library services for the handicapped; bibliotherapy; the setting up of hospital library services; caption titling for videos; how to publish easy-reader books. In addition the Section's two working groups each held an open session, with papers on information needs of prison inmates, and the hearing impaired person and libraries.

STANDING COMMITTEE

The Standing Committee met twice in Tokyo discussing future programmes in Brighton and Sydney, finance and future projects. One major concern was the continuing shortage of Standing Committee members, although six out of nine did attend in Tokyo. It was essential for the survival of the Section that new members be nominated in 1987 and it was agreed that present members would try to find suitable candidates and to lobby national associations for support. The result of hard work(particularly by the Chairperson) was the nomination of seven new SC members from Finland,France, Japan, Netherlands,New Zealand, West Germany and the U.S.A., with one new corresponding member from Australia. With four out of five retiring members being re-nominated the Standing Committee is now well represented, total membership being thirteen. This could be increased to twenty, so further nominations can be accepted.

On February 18th 1987, the Standing Committee met in Paris, at the Mediathèque, Cité des Sciences et de l'Industrie, by the kind invitation of the librarian Mme. G. Rappaport(an SC member). Four French librarians attended as observers and matters discussed included future programmes, budgets for 1988, divisional projects, prison library seminars in Brighton and Paris, and the future of the Section. On this last subject observers were confused by the seeming cross-classification of aims and objectives

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of some of the Sections in the Division, which could lead to duplication of work. It also made it difficult for prospective new members to make a decision as to which Section represented their interests.
The Chairperson and Secretary returned quickly from Paris to attend a meeting of the Coordinating Board held in London on the 20th February, where the Chairperson reported on the Section's work during the year.

PUBLICATIONS

In January 1987 a Newsletter was distributed to all 74 Section members. Contents included reports on the Tokyo Conference, new, notes and brief details of the Section's programme in Brighton 1987.

WORKING GROUPS

a) Working Group to identify the library needs of the Deaf.

An open session was held in Tokyo attended by 36 people, some of whom were deaf and hard of hearing. For this latter group sign language interpreters, a loop system and an overhead projector were provided. A paper on 'the hearing impaired person and libraries' was presented, followed by a business meeting, which included a lively discussion by all delegates.
A further business meeting was held later in the week.
A project on Libraries serving Deaf children was drawn up by the Section and Working Group Chairpersons, and sent to the Professional Board for approval. After some redrafting by the Chairman of the IFLA Programme Management Committee, approval has been granted and funding is now being sought from the resources of the Voluntary Fund for the United Nations Decade of Disabled Persons.

b) Working Group on Prison Library Services.

At the Tokyo Conference the working group held an open session, with a paper on the information needs of prison inmates. This was followed by a business meeting when the Chairperson reported that returns for the compendium concerning International Prison Library services had been received from twelve countries, and additional countries would be contacted in 1987.

Future programme:-

1987 - In Brighton there will be an open session at the Conference with two papers, and, prior to the Conference on Saturday, 15th August, there will be a day seminar on Prison Library services held in conjunction with the Prison Libraries Group of the United Kingdom.

1988 - the group will meet in Sydney, where there will be a presentation of the information acquired for the compendium, Consideration will

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be given to the establishment of international guidelines for prison library services.

1989 - a pre-conference seminar is planned for Paris, including discussion on the development of a library collection for a prison, and the planning of guides for the acquisition and selection of materials.

c) Working Group on easy-reader publications.

This group has not yet been formally set up, although the need has been identified. A paper on the subject was given in Tokyo, and in the discussion which followed delegates spoke of the need to collate information on titles published in easy-reader format.

An open session will be held in Brighton, with a paper,followed by a discussion on the aims and objectives of the proposed working group. One proposal will the possibility of holding an international seminar in 1988.

Phyllis Noaks.

Phyllis Noaks,
Secretary.
May 1987.

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IFLA

SECTION ON SCHOOL LIBRARIES

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IFLA School Libraries Section
Annual Report, 1986/87
May, 1987

The Chairperson, Anne M. Galler, the Secretary, Lucille Thomas and the Financial Officer, Astrid Lauster were able to attend the winter meeting of the Coordinating Board of Libraries Serving the General Public. The meeting was held on February 20th at the Library Association headquarters in London. The previous evening Max Broome, Chairman of the Coordinating Board and President of the Library Association hosted a reception at 7 Ridgemount Street, the headquarters of the Association.

The meeting allowed the Sections and Round Tables belonging to the Coordinating Board to present their interim reports and exchange ideas on current and future projects, especially plans for the upcoming (1987) Brighton Conference. Cooperation among the Sections was discussed, also for the (1988) Sydney Conference.

The Coordinating Board endorsed the new Terms of Reference submitted by the School Libraries Section and submitted these to the Professional Board which also approved them.

NEWSLETTER

As planned, the frequency of the Newsletter was increased to two. One issue appeared in November, and reported on the Tokyo Conference in general and the activities of the Section in particular.

The second issue appeared in May 1987. It contained plans for the Brighton Conference and an article on the school library situation in Quebec.

Tokyo Conference

Sessions of the School Library Committee were scheduled for Wednesday, August 27th and started with a morning visit to the TOKYO METROPOLITAN HIBIYA SENIOR SCHOOL, located in downtown Tokyo. The school is in the centre of the building, with a collection devoted to the school curriculum. In 1986 the collection consisted of 54,481 books, 40 periodical titles and 9 newspapers. There are no audio-visual materials. However, the school has a very interesting museum which houses artifacts, books, and paintings donated by former pupils who have become famous in the art and literature field. The museum also houses an archival collection which comes under the jurisdication of the library.

The afternoon sessions started at 3:00 p.m. with an overflow audience of over 300 librarians, many of them Japanese school librarians who took advantage of the one-day registration offered by IFLA.

The first speaker was Mr. Yoshiro Kasahara, a Director of the Japan School Library Association, who addressed the question of Present Status and Problems of School Libraries in Japan. After a brief introduction, he presented many slides which gave an excellent insight into the school library scene. We recognized many areas of common concern, such as insufficient budgets, lack of staff and lack of space. Although Japanese law stipulates that each school must have a library, there is no law regulating the hiring of school librarians. Thus, most school libraries have no teacher librarians assigned to them.

The next speaker was Associate Professor Ikuko Koyama whose paper was entitled The Guidance on Reading and Information Skills in School Libraries. Traditionally, reading guidance is carried out by teachers, not librarians in Japanese schools as it is an educational activity. It is only recreational reading that was considered to be the librarian's responsibility. This attitude is hopefully changing as school librarians are introducing curriculum enrichment activities such as book talks, book reports, etc.

Anne Galler followed with a brief slide/tape presentation of a typical elementary school library in suburban Montreal. The slides proved that school libraries are similar everywhere in the world and if run by trained school librarians, they can achieve their stated goals easily.

The last speaker, Gwen Gawith, was from New Zealand and her paper was entitled School Libraries, Bridges or Barriers? She addressed the problem of how to define the role of the professional who shapes the school library. The most "insidious of the recurrent problems" as she stated is the "lack of a clear definition of the role of the professional in the school library". An additional problem related of course to the above, is the lack of understanding and support from teachers and administrators. Gwen views the school library as a service, not a place, and therefore, the education of school librarians must emphasize the educational function of the library service in the school. Ms. Gawith also described the specialist course for teacher librarianship that she has developed in New Zealand over the last year.

Divisional Meeting

Anne M. Galler also presented a paper at the meeting of the Division of Libraries Serving the General Public during the Conference held in Tokyo. The paper covered the work of the School Libraries Section and included future plans.

Brighton Conference, August 1987

Plans are well under way for the two meetings of the School Libraries Section which will take place back to back on Wednesday, August 19.

Four papers have been submitted and forwarded to IFLA for inclusion in the Proceedings. They are as follows:

1. Renate Breithaupt Centralized School Library Services in the Federal Republic of Germany, as performed at the School Library Services Centre in Frankfurt. The paper was originally prepared in English and professionally translated in Germany.
2. Anne Mathews Excellence on a Budget: School Library Services with Limited Resources.
3. Ann Horn School Libraries in Norway. A vital part of the National Library Network.
4. Teresa Naveillan de Molinare The current situation of School Libraries in South America with special reference to Chile.

All speakers were informed of the theme of the Conference and were trying to keep that in mind for their papers.

PROJECTS

Academic Excellence

The working group formed in Tokyo to implement this project has been corresponding and plans to meet during the Brighton Conference.

A questionnaire is being tested and adapted to local conditions, i.e. Canada, Isreal, Germany, Japan and New Zealand. It is hoped that as early as the Sydney Conference a research paper will be presented by one or two of the participants in thi project.

Guidelines for the Planning and Organization of School Media Centres

The Guidelines have been revised and will be submitted by the end of the summer to the editor of the Compendium of Guidelines, Arthur Jones, who is compiling this volume on behalf of the Division of Libraries Serving the General Public.

Universal Availability of Publications

Two articles on the topic of UAP and the School Library were published by Anne M. Galler in Education Libraries, i.e.

v.11, no. 2 pp 46-47 and 67
v.12, no. 2 pp 54-55.

Sydney Conference, 1988

Georgina Cane, from the Australian Schools Catalogue Information Service, agreed to be the contact person for the Conference. She will probably present a paper on the services offered by her Centre. The Section is also thinking of offering a joint workshop with the Australian School Library Association on a topic of interest to third world school librarians who are expected to attend the Conference.

Membership of the Committee and Recruitment

Corresponding members of the Section were approached to stand for office, and as a result Setsuko Koga, who was so helpful in organizing the School Library Section meetings at the Tokyo Conference, was elected to the Committee by the Japan School Association.

A recruitment letter was sent to the 83 members of the section, asking them to elect members to the standing committee. The results of this are not yet known.

Respectfully submitted by
Anne M. Galler
Chair
School Libraries Section
May 15, 1987

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IFLA
SECTION OF
CHILDREN'S LIBRARIES

ANNUAL REPORT : SECTION OF CHILDRENŚ LIBRARIES.

September 1986 - August 1987.

Membership.

The Section has 115 members and the Standing Committee has 20 ordinary members,1 honorary adviser and 3 corresponding members.

For the period of 1987-1989 the list of SC-members presents a mixture of old timers and new comers.

New comers are Judith Elkin, U K,Anne Horn Norway and A. Pissard France and we , the old timers,look forward of sharing the joy and struggle to develop childrenś librarianship with them.

In Brighton a new chairman and secretary for the Section have to be elected.

Projects.

1.Books for all.

For many years this project has been the responsibility of Margaret Marshall,past president of the Section.The project asks for donations of money,which are then converted into UNUM cheques (Unesco units of money) and these are sent to organisations in many countries that have requested aid for childrenś books and libraries.Donations are received from individuals and organisations in developed countries and disbursed to developing countries for the purchase of childrenś books for new community libraries or school libraries.

2.Home Libraries in Zimbabwe.Kudyara Mbeu yeDzidzo Project.

One of the lasting results from an IFLA seminar in Leipzig in 1983 (Library Work for Children and Young Adults in Developing Countries) is this project, led by one of the SC-members Ellen Waungana Harare, Zimbabwe in partnership with Anna Mupawaenda University of Zimbabwe.

Anybody interested in "Home Libraries" can start a group by talking to the adults and children in the neighbourhood. The group can meet anywhere: in a room in the house,under a tree,out in the open under the sun.The activities include listening to a story,reciting a poem,playing games accompanied by music or acting a story.The "oral literature" not written,but told in the indigenous languages is as important as the books.The session is often rounded off by singing and borrowing books.Some of the projectś objectives are:

- to introduce children to a sound appreciation for reading simple stories just for pleasure
- to use a library for information and just not for examination purposes
- to get children to know and appreciate their own culture
- to encourage new literates to use their skills by reading simple stories to children and thereby help keep themselves literate

The project has earlier been financially supported by CIDA (Canadian International Development Agency) but from 1987 the Swedish International Development Agency,SIDA has taken over the responsibilty to support the project.For the next 3 years to come,SIDA has given 288 500 SEK for purchasing childrenś books and developing the project.

3.Childrenś Literature Abstracts.

Since 1973, the Childrenś Literature Abstracts have published summaries of periodicals from all parts of the world in the field of childrenś books and reading and allied topics. In recent years also notes on new books and pamphlets on these subjects have been included.Because of the increasing volume of this material,a special supplement is now produced,twice a year,and issued free to subscribers to the Abstracts.
Colin Ray,one of the Sectionś former presidents,at Childrenś Literature Abstracts,Tan-y-capel,Powys Wales SY 19 7BB U.K. invites publishers and producers of relevant items,to send copies for inclusion.

4. Integrated Library Services. (combining adult and childrenś services, collections).

This new project, decided upon during the Tokyo Conference will start in Brighton and will end in two years time by publishing a book or pamphlet discussing this item. In both developed and developing countries this topic is permanently discussed among childrenś librarians. Is the service to children strengthened when the organization of the library work is performed as an integrated part of the services to adults or is a more independent position within the library system to prefer?

This topic will be discussed at the Sectionś meeting in Brighton under the theme: Childrenś libraries: Isolation, integration or partnership?

5. Libraries Serving Deaf Children.

On initiative by the IFLA Section for Libraries Serving Disadvantaged Persons, and in co-operation with the Section of Childrenś Libraries, this project has been prepared with the the following objectives:

- an appreciation of the situation regarding library service for deaf children, in selected developed and developing countries
- the creation of a research tool to discover the library needs of deaf children
- the creation of guidelines for libraries serving deaf children including: selection of necessary equipment and library materials; and methods of staff training
- establishment of a model library service in a selected library in a developing country
- preparation of curricula for training courses for librarians serving deaf youth .

Brighton Conference.

The activities for the Brighton Conference will focus on the Sectionś project no 4, Integrated Library Services. The two sessions on Tuesday August 18th will deal with the problem:

Childrenś libraries:isolation,integration or partnership?

Session I: Professional Partnership.

10.30-12.00	Professor Selma Richardsson USA Title:A Study of Integrated Services Roy Hutton,Community Services Librarian Devon County Title:Partnership and Prosper: a broader view of childrenś libraries

Session II: Community Partnership

13.00-14.30	Group Presentation Under Fives;overview of initiatives and range of institutions and group served e.g.playgroups,childminders,mother and toddler groups,etc.plus e.g. library buses etc. ... Linda Hopkins,Assistant Librarian,Education and Youth,Nottinghamshire Outreach Activities;overview of outreach activities,e.g. storytelling project and and festival,reading programmes,family reading groups,storyboat Dina Thorpe,Divisional Co-ordinator Education and Young Peoples Services,Mid-Hertfordshire Teenage Activities;overview of teenage library initiatives,particularly inner-city,multi-ethnic approach Sally Williams,Childrenś Librarian,Bradford Exchange

On Wednesday,19th the Childrenś Section in co-operation with the Public Library Section have arranged a study-tour to libraries in Kent and West Sussex.

Lena Skoglund
chairman

IFLA
1987

IFLA GENERAL CONFERENCE, BRIGHTON

Division: Libraries Serving the General Public
Section: INTAMEL

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The Work of INTAMEL

by

Constance B. Cooke
Director
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President, INTAMEL

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MONDAY, 17 AUGUST

13:00

Constance B. Cooke (USA). Work of INTAMEL

Intamel provides a forum for over 100 of the world's largest public libraries to exchange ideas, to discuss solutions to common problems, and to benefit from the experiences of other libraries. This is achieved primarily at an annual conference with a formal program, visits to libraries, and through informal contacts. The organizations major concerns are improvement of library service, automation, technology, library buildings, and funding.

"The Work of Intamel" is a generic title of a program scheduled for the IFLA Conference. Since this standard title is not particularly provocative, I've given considerable thought to changing it. I thought about a title which would stimulate interest in the benefits of Intamel -- an acronym for International Association of Metropolitan Libraries. I wanted a title that would demonstrate that we are an exciting, active group which brings together the professional concerns and the creative energies of librarians who serve users world-wide. But always I return to the preselected title because it does give me an opportunity to peruse the work of Intamel as I have come to know it in the last 5 years. And our work is what brings us together today.

Intamel is an organization of public libraries serving cities of more than 400,000 residents. It was founded in 1968; it has a membership of 105 libraries in 34 countries. Intamel became a Round Table of IFLA in 1976.

From the beginning, Intamel has collected member library statistics. They cover the usual areas of population, circulation, budget, holdings, number of staff, hours of service, level of automation. Each member finds different uses for these statistics -- for example, as a comparison or as a reinforcement, when seeking additional funding for materials, for staff, or for new services. The statistics also stimulate discussions at Intamel meetings.

Intamel holds an annual conference, generally in a city which holds a membership. These conferences bring together the Directors of the member libraries in a forum where professional concerns, activities, and experiences can be explored formally, through planned programs with speakers. Equally useful are the informal opportunities to exchange information on a one-to-one basis.

Five major concerns have been reflected in the conference program and discussions. Library buildings have been a primary interest as central libraries become old and inadequate, require renovation, expansion, or replacement. Branch libraries also age, require renovation or replacement, and new buildings may be needed as populations shift or expand in previously undeveloped areas. In Rotterdam we saw an example of the newest architectural concepts in central libraries, which includes a theatre, a public restaurant, and the city's ombudsman office. In Cleveland we observed how an older central library can be effectively updated, while remaining true to its original design. In Mexico City, a rapidly expanding system of branch libraries showed modern concepts of space planning for children's services. We have been able to learn from others' successes, while avoiding mistakes made by architects and designers. Sometimes we realize that situations we have to live with may not be so bad after all. How these libraries have introduced and absorbed new technology in their buildings is related to a second major concern -- automation.

Automated circulation systems are slated for installation in several Intamel libraries in 1987. Conferences in Cleveland and Rotterdam provided excellent opportunities for first-hand observation of fully integrated automated library systems. Both systems were fully operational, fast, and efficient. Both had features that Intamel delegates will seek in their own automated systems or replacements to their existing systems. Despite the major capital funding required for automated systems, metropolitan funding authorities have finally recognized the vital importance of such systems. If libraries are to provide adequate service in times of spiraling costs, shrinking staffs, and increasing circulation while still managing inventory and loss control, automation is the means. Intamel gives us an opportunity to observe current installations, thus enabling us to plan more effectively for the future.

Networking, a third major interest, provides opportunities for unique and special collections to be tapped, in public, university and special libraries. Shared cataloging resources are being utilized across broad or narrow geographic areas, within countries and across international borders. As an example, a one day visit to OCLC from Cleveland revealed much about its vast operation, its research and development program, and still far-reaching plans for further sharing of resources across the USA. An introduction to the PICA project in the Netherlands last year indicated the level to which another country has made commitments to networking. It is obvious that where provincial attitudes still exist, they must be abandoned for the good of the publics that we serve. Resource-sharing is crucial to reducing costs and, more importantly, to obtaining information that our users seek.

Adequate funding to provide library service at current levels has been a particular concern for public libraries in the last twelve years. Inflation, economic trends, oil crises, changes in governments have impacted on the public library. No Intamel member library has been immune. Many have suffered deep budgetary cuts, sought innovative solutions, and some have become stronger for having survived reductions and for having adopted new service priorities. Public libraries can no longer be regarded as the solution to balancing other city agencies' budgets. We recognize the value of good public relations and of delivering an effective message to our funding bodies and governmental units which in many Intamel countries include citizen voters as well as elected officials. Internationally, through cycles of good/bad times, public libraries continue to hold a high rank among municipal services. Or at least none have gone out of business.

The last, but by no means least, major concern of Intamel is the service provided by public libraries. Service to the regular users will continue to be of a high professional level as long as there are sufficient staff, an adequate materials budget, safe buildings, and automation. But relatively recently, new and innovative services to non-traditional users have helped reverse declining or leveling usage by making the public library more accessible to more people.

Intamel members have implemented methods of reaching out to vast groups of people who had little or no incentive to use libraries. Having recognized that lack of reading skills prevent many adults from using public libraries a great number of American libraries now sponsor literacy programs. New York City's three systems, The Brooklyn, New York, and Queens Borough Public Library systems, each have had at least 10 years of offering assistance in literacy. Literacy has become a priority of the Mayor of New York. He has made large amounts of money available to libraries in an effort to conquer this tragic dilemma of too many New Yorkers.

Concern for newly arrived immigrant groups and to deeply ensconsed foreign ethnic groups, has led to innovative outreach in West Berlin, where a special branch, directed to the Turkish community has been established, and in Goteborg where books in a vast number of languages are provided. Last year I was interviewed by a Rotterdam newspaper reporter. He was concerned about my library's efforts to reach the foreign-born. And I must say it was a pleasure to describe the Queens Library's program of providing free English classes to new Americans, as we call them, as well as a mail-a-book service for seven language groups, cultural programs in various languages, and survival skills in Spanish, Chinese, and Korean languages.

Providing service to older adults, nursing homes, hospitals, and prisons, as well as to the physically impaired are concerns of a broad range of Intamel members. People with vision and hearing problems are now able to use libraries through the introduction of new technology which makes information available to these former non-users. Students needs have always been a high priority. We also offer special assistance to those attending the open university, as well as independent learners seeking information in a special field of interest, whether it be automobile repair, learning a foreign language, or earning a college degree in a non-traditional setting.

While Intamel's members represent diverse cultures and languages, our problems are both dissimilar and similar. We share the concerns I've discussed, and dozens of others, too. Solutions will be reached by different means, but the results of our formal and informal discussions, the sharing of international experiences, will make those solutions more meaningful.

The more I work in Intamel, and the more exchange and interaction I have with colleagues who share my professional concerns, the more I am convinced that Intamel plays a vital part in the progress of libraries on an international level. And I am pleased to be here to share with you the worthwhile work of Intamel today.

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The recent Public Lending Right scheme in the Netherlands

by

Herman Cohen Jehoram

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The recent public lending right scheme of the Netherlands[*]

by Herman Cohen Jehoram[**]

Abstract

Since January 1, 1971 the Netherlands has had an experimental public lending right scheme of very modest size, based only on a yearly sum set aside on the budget of the Ministry of Culture. Since January 1, 1986 a legal system on public lending right is in force in the Netherlands, and this time with an amount of money to be distributed, which can stand comparison with foreign examples.

A conspicuous feature of this new system is, that the government will (finally) only contribute 1/3 of the projected 15 million guilders (£5 million). The libraries themselves should contribute the remaining 2/3. The idea was that the libraries pass on this financial burden to their subscribers. In practice however the libraries want to provide the money themselves, i.e. out of their yearly budget.

Another feature of the new Dutch system is that not only authors but also publishers will profit from it.

Because of a strange philosophy on the cultural aims of the scheme a decreasing scale of remuneration is set. The more the works of a specific author are lent out, the lower will be the percentage of the public lending right fee. Apart from that there are also maxima set for the yearly fees for authors and publishers.

Only authors who are nationals or residents of the Netherlands and publishers who conduct their business in the Netherlands are entitled to take part in the scheme, and then only for their books in the Dutch or Frisian language. This was the reason why the government has more or less hidden the scheme in the new Law on Well-being, instead of incorporating it in the Copyright Act, where it belongs. The government was afraid it would otherwise have to treat foreigners as nationals, because of the national treatment rule of the copyright conventions. In the opinion of the author the recognition of the scheme as a copyright subject need not have this result. The only international obligation he would consider here is the reciprocity principle with regard to other nations like the United Kingdom and the Federal Republic of Germany, which in their turn would let Dutch authors profit from their scheme.

More than a quarter of a century ago, in 1961, I pleaded for the first time for the introduction of a public lending right in the Netherlands.

The rationale of such a right would be the same as the one for traditional copyright: authors should participate in the exploitation of their works. The lending of books by libraries is certainly a kind of exploitation of the works involved. It is a secondary exploitation quite apart from the first one: the selling of the copies of the work. In fact it is not the lending itself which should be regarded as the secondary exploitation but the keeping available of copies for the public to borrow or to consult. In the same way the storage of works in computer data banks is an exploitation of the works involved: they are made available to the on line public. It is irrelevant whether the public actually retrieves any such storaged works. They are at the disposal of the public. In the same way the broadcasting of a work is exploitation, quite apart from the number of people who actually listen or watch the programme.

I wanted to state this quite clearly and at the beginning of my speech because I disagree not only with the terminology "public lending right" but indeed with the various schemes per se which orient themselves to the actual lending of copies of books. Rather costly and sometimes dubious sampling techniques are being used to determine the actual number of lendings of each work, and that on the basis of a fundamental legal misunderstanding. In my opinion one should simply count the number of copies of books stored in libraries and held at the disposal of the public.

My first plea in 1961 in my country for what I will continue to refer to as public lending right - any other term would at this moment create confusion - met with fierce opposition in two antipodal camps. Librarians fiercely opposed the idea, called it a chimaera, an absurdity etc, because they were afraid the costs of a public lending right would weigh on their own budget. The author's organisation was opposed, because the public lending right as defended by me would only confer a right to remuneration and not a full copyright, with its inherent power to prohibit and control the lending activities of libraries.

After ten years of mutual bickering an experimental and very modest scheme was set up by our ministry of culture. A small amount of money (some £160.000 at its peak) was yearly reserved on the budget of this ministry to feed the Literary Fund with. This Fund would distribute the money to Dutch authors of fiction as a compensation for the fact that public libraries held copies of their books at the disposal of the public. The basis of the distribution of the money was the yearly purchase of copies of books by the combined public libraries.

Although this scheme was an experimental opening, and applauded as such, after a number of years the demand for a fullfledged right increased. As of the first of January 1983 the experimental scheme was abolished and a committee was set up to elaborate a legal system for the matter. As the final result a legal system was elaborated and surprisingly incorporated, if not hidden, in the articles 18-25 of the Law on Well-being which is now in force since January first of 1987. In fact by means of a Royal Decree the public lending right system was already provisionally enacted as of January first of 1986.

In the explanatory memorandum to the draft law the government had said: the most important argument for the setting up of a public lending right is that the state maintains public libraries to stimulate the reading culture. This leads to secondary exploitation of the products of the book trade. This secondary exploitation cannot in practice be covered by the selling price of books. As a result the producers of books are not compensated for that secondary exploitation on which the public libraries depend.

The word "producers of books" is meaningful here. It does not only cover authors but also publishers. Indeed both groups profit from the new scheme. Authors obtain 70% and publishers 30% of the money to be distributed.

The government also uses the word "cultural policy" to defend the new system. In promoting the system of public libraries the government should take care that book producers should remain in a position to supply pluriform and high quality material. This terminology also has its consequences, as we will see later on.

A yearly expenditure was projected of 15 million guilders, about £5 million. The government itself should provide 1/3 or 5 million guilders. The libraries, the secondary exploiters of the books should gradually build up their contribution~~s~~ in some years and finally provide 2/3 or 10 million guilders (£3.3 million). In Parliament the minister suggested that the libraries should carry this burden over to their subscribers. It would mean that the subscription fee had to be raised with, according to some sources, 6,30 guilders (£2) or, according to others with 2,80 guilders (£1). This was of course a politically sensitive point, but a majority in Parliament accepted this. It would in fact then work as any copyright. The exploiter of works like the owner of a cinema or the organiser of a concert has to pay the author, but he lets himself be reimbursed by his clientele. The final user of the work in this way pays the author. In the meantime librarians in my country seem to have other opinions in the matter. Instead of raising the subscription fee they want to pay the public lending right fee themselves out of their general budget. Nobody of course can deny them the right to be charitable in this way, but it was not the intention of the legislature.

The law is confined to public libraries. University libraries or private libraries are not covered. Nor does the law cover the rental of records or audio- or videocassettes. This was one of the reasons why the government would not outright speak of copyright here and why it was not made a part of the Copyright Act. I come back to this point.

Beneficiaries of the new scheme are, authors, nationals or residents of the Netherlands and publishers who conduct their publishing business in the Netherlands. The word authors covers here: original writers of texts, adaptors, translators, photographers, illustrators and composers. The scheme restricts itself to printed, non periodical publications in the Dutch or Frisian language, it does not cover magazines or newspapers.

The claim is restricted to the lifetime of the author. This restriction does not apply to publishers. They can claim money, also after the death of the authors, without any time limit, apart from that of their own existence. Both right owners can assign their rights.

The claim is not founded anymore on the number of copies available in libraries. The pseudo-exactitude of the actual borrowings is now the basis for the distribution of the money. This is determined by way of samples: certain libraries are designated for each year to furnish computer data of their lending activities. Each year at least 1% of the country-wide lending operations should be covered.

The costs of the whole operation, which are not to be sneezed at with the yearly sampling, are to be paid by the Ministry of Culture. This Ministry also, for the time being, acts as the public lending right society and it distributes the fees to authors and publishers.

The new system has both advantages and drawbacks. The first advantage of course is that the uncertain situation of a yearly item on a ministerial budget, which eventually can lead to a subsidy, has been replaced by a legal claim. If an author or publisher differs in opinion with the Ministry of Culture about the sum of money due to him, he has judicial recourse. In fact already in the first year quite some appeals have been launched.

Another advantage is that the original symbolic total sum of £160.000 was replaced by a sum which can stand international comparison, namely 15 million guilders (£5 million).

What I also regard as an advantage, but you may not agree with me, is that the automatic assumption that the government should provide the money has been abandoned, at least for 2/3 of the total amount. If public lending right is to be seen as part of copyright, than the government should abstain from interference. Exploiters themselves should provide the copyright fees, and they can pass on this payment to their own customers. Then the market decides and not some benign government. I will come back to this later.

Definitely an advantage in my opinion is, that also the publishers share in the program. They seem to get less than the authors, 30% instead of the 70% reserved for the authors. In reality however, the publishers get more than their due because of the lack of any time limit and because of certain effects of the different way in which the maximum fees are set. This will need some correction in the future.

A principal advantage of the new system is also that the money is distributed among the individual authors and publishers. The money is not set aside for some noble purpose, like pensions or welfare for other authors. Those pensions and welfare schemes should be paid separately by the government itself, i.e. all the taxpayers. There is no reason why colleague-authors should, apart from their normal payments, contribute more, i.e. with their public lending right fee. In some countries however there seems to exist some romantic confusion here, a reminder of the corporative state.

Although in general I have a high opinion of the new Dutch public lending right system, I should not refrain from some criticism.

My main objection concerns the culture policy features of the system. The government has relied on this culture policy in two respects. In the first place it has submitted the fees to a decreasing scale. The book producers fall in the highest percentage of fees when their books are borrowed less than 5.000 times, the intermediary percentage is for 5 to 10 thousand borrowings and the lowest percentage is for 10.000 borrowings or more. There are also maximums set to any distribution. No author can receive more than 8.000 guilders (£2.700). The maximum for a publisher is 3.500 guilders (£1.200) for each author he publishes. The philosophy behind the decreasing scale is expressed in the following sentences in the explanatory memorandum: "It would be helpful for the government that authors and publishers of culturally high- ranking works remain able to produce" and "As rule of thumb one can say that works of cultural high standards are borrowed less than works with a lower cultural standard". So the more a book is lent, the lower the cultural standard and therefore the lower the percentage of the public lending right fee.

One should keep in mind that two thirds of the money to be distributed will probably stem from the borrowers themselves. So the cultural policy of the government means that their - the borrowers - own money should mainly go to the authors they read and value less. A more arrogant transfer of their money to authors they do not value is hardly conceivable. The government thinks it is cultural by simply reversing the marketplace indicators, which determine the normal copyright effects.

The committee which elaborated the proposals which finally entered the statute book was shocked when at a hearing it had organized, I criticized this and quoted David Ladd, at that time the American Register of copyrights: "The public decides by how it responds and pays. No government is so wise nor should be allowed to try to be".

Finally one could object to the way in which the new regulation is hidden in the Law on Well-being. Also in Parliament this was heavily criticized and the government was forced to introduce a new article in the law, saying that the public lending right scheme would only remain in this law until January first 1990. By then the matter should be dealt with in the Copyright Act or in a separate law on public lending right. The reason why this was not proposed by the government in the first place was its fear, that because of the national treatment clause in the Berne Convention and the Universal Copyright Convention it would be forced to distribute the lending fees also to the book producers of a hundred other nations, which would leave very little of the 15 million guilders for the Dutch authors and publishers one had in mind when setting up the whole system.

I myself don't believe one should apply the national treatment-principle when the regulation is brought under copyright legislation. The only international obligation I would consider here is the reciprocity principle with regard to other nations, like England and Germany, which have a public lending right scheme and which in their turn would let Dutch authors profit from their scheme. If the copyright conventions could have been updated - and we all know that only for political reasons the texts remain frozen - then a reciprocity rule would have been laid down for public lending right, as has happened in Article 14 ter Berne Convention with regard to resale rights or "droit de suite".

By the end of 1986 the first distribution of lending fees took place and the practical results are interesting. Nearly one hundred authors received the maximum amount of 8.000 guilders (£2.700). Three authors got the minimum fee of ƒ2.77 (less than £1). In this first year only the governments 5 million guilders was available. The full 15 million guilders will only gradually be reached, probably by 1990. This first sum of 5 million guilders was distributed among 5.472 authors and 288 publishers. The sampling was done in the public libraries of one smallish and one very small provincial town and three villages. This, in my opinion is an unrepresentative sampling. The most popular author in the provinces, was a lady who writes regional novels. If one would believe the sampling her books would have been lent 1.900.000 times nationwide. Good second and third authors were the indeed famous writer and illustrator of children's books Dick Bruna and the writer of detectives Baantjer. Literary works come only in the 30th place and further down: Jan Wolkers with 700.000 lending transactions nationwide, Harry Mulish, Gerard Reve and W.F. Hermans, with each about 500.000 lending transactions.

Finally it became known that the distribution of the money between authors and publishers was not in the relation 70-30 as one would think if one reads the text of the law, but 50-50. This distortion is the unforeseen result of the different ways in which the maxima are set for the two groups of beneficiaries and of the fact that publishers can receive money also if the authors are deceased. These sort of surprises should teach us and maybe in 1990 we will have an improved public lending right system, either in the Copyright Act or in a separate Act.

Footnotes

* Speech given at the Conference of the International Federation of Library Associations and Institutions in Brighton, United Kingdom, 16-21 August 1987.

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185-PUBL-5-E

Libraries and adult education : City Perspectives

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Patricia M. Coleman, Director of Libraries and Information Services,
City of Sheffield

I prefer to talk about adult learning rather than adult education. The latter term has too close an association with formal, structured educational provision - in other words, classes and courses run by the local education authority. It is my view that the public library's role in respect of adults who are or who wish to participate in some kind of learning activity, is increasingly associated with other forms of provision.

However, to begin at the beginning - the Public Library movement began in the towns and cities of Britain in the mid-nineteenth centry where it was closely associated with education. Public libraries pre-dated compulsory education and some of their early supporters saw them as a means of diverting the poor towards worthy educational pursuits. Early public libraries quickly became an important part of the popular education movement providing books and organising classes and lectures often with the librarian acting as tutor. They began to be described as "the poorman's university".

During the first half of the twentieth centrury the emphasis in public library provision began to change. This change was directly linked to the introduction of compulsory education, particularly after 1944 when the Education Act of that year made secondary schooling, as well as primary schooling, compulsory. The library service became progressively geared towards responding to demands for recreational reading materials. In parallel with this, adult education also became more leisure-oriented - it was assumed that students would learn all they required to know, in order to obtain employment, at school. And preparing people for a life of work was seen to be the main, if not the sole objective, of schooling. In the course of the last two decades, however, ideas about both public library service and adult education have changed again.

The Adult Literacy Campaign in the 1970s showed that large numbers of people did not leave school possessing even basic skills. It also became clear that increasing numbers of people were unable to find employment even after completing compulsory education successfully, so the idea of concentrating the main thrust of educational input into the first twenty years of life and directing it towards vocational requirements increasingly seemed to be less valid.

It is in the cities that the experience of large scale unemployment has tended to be most acute. It is in cities, too, that the age profile is becoming increasingly older. The national trend towards an increasingly ageing population is exacerbated by the exodus of young, mobile and economically active people to more pleasantly appointed dwellings in the countryside.

Public libraries have also begun to change since they have recognised that rather than providing services according to demand or librarians' ideas about the kind of services people ought to have, they should provide services based on needs. This entails investigating the needs of individual client groups, providing appropriate services and creating a demand for these services by promotional activity.

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I believe this process is producing a kind of library service in cities, particularly in inner cities, which is very different in nature from services in other areas. The public library cannot ignore large numbers of people with time on their hands which they need help to use in a satisfying, stimulating and creative way. Nor can they ignore people's need for basic information about how to obtain their rights in a democratic society.

How do people learn? Formal schooling is crammed into the first sixteen or eighteen years of life yet, paradoxically, most people learn more readily as they grow older, when learning is associated with the need to cope with real life tasks and problems. More importance tends to be attached to learning associated with direct experience than to that acquired in a vacuum.

It is the realisation of this that has caused the concept of life-long learning to acquire credibility. In addition, self-directed study and informal learning methods are seen to be particularly appropriate for people who were unsuccessful in the formal, school-based, educational structure. What is important is that people have access to learning opportunities throughout their life, not just during part of it, and that they are in control of their own learning, able to choose when, how and where they learn. "Open learning" is an increasingly popular term which may be defined as a flexible learning system in which the needs of the adult learner predominate, in which people are enabled to learn according to their own time, place and pace requirements, and hopefully, through this acquire greater control over their own learning. It is in relation to Open Learning that the potential for public libraries - in cities at least - is greatest.

Reference has already been made to some of the particular circumstances of cities, that is, the high unemployment levels and ageing population. Other factors relevant to a consideration of adult learning developments in cities are: the existence of concentrations of people of low economic status (largely, though not solely associated with unemployment and ageing), people of different cultural and social backgrounds, people living in por and overcrowded housing, people who were low achievers at school, people with mental and physical disabilities. Other issues to take into account are the existence of a public transport network, a large number of public libraries - often little more than a mile apart, and a plethora of agencies who have some involvement or interest in adult learning.

Jennifer Rogers and Brian Groombridge said in their book "The Right to Learn: a case for adult equality" published in 1976:

"The Libraries are in the business of life-long education without knowing it and are probably the most powerful ally the adult education service has. Yet at the moment their potential is far from exploited ... This is a pity, since the library system has so much to offer ... Libraries are accessible, their stocks extensive and varied. Such a large, well known and free local information store is certain to be one of the first places to which any learner would look ... Few adults are actually hostile to the library; its presence and services are reasonably well known in the community. This alone makes the library of crucial importance as an educational resource ... Clearly the likelihood is that the British Public Library system is being used on a massive scale by learners of all sorts. A probably over-modest guess based on a tangle of discrepant statistics might suggest that adult learners constitute about twenty per cent of all library users - that is three and a half million people a year".

Whether the figures are accurate or not, I am sure no one would doubt, that the number of people using public libraries in pursuit of some form of learning activity is very large. Personally I would place it much higher than twenty per cent of users. But more than ten years on since those words were written I am not sure that public libraries are exploiting their potential today any better than they were then.

So what could libraries do? There are three distinct areas in which libraries can be active. These are:

1. Consciousness raising.
2. Information, advice and guidance about learning opportunities.
3. Support for learners.

1) Consciousness Raising

Not everyone understands what "learning" is or believes that it is something they could do. Learning may be seen as something which only already well-educated, clever people do. Quite often people have had bad experiences at school. Told by teachers that their efforts in a particular subject were no good, they are put off trying again even if they still have the interest. Some people may consider they are too old to learn.

Consequently there is a need to stimulate people's interest, to convince them that "they could do that" and to show them that learning is something that everyone, including themselves, does automatically every day.

Libraries are excellently placed both to apply that initial stimulation and to sustain an interest once stimulated. This can be done by means of displays and exhibitions, special events and activities such as lectures, talks and workshops in particular subjects, the provision of reading lists, subject guides and study packs.

Particularly in those parts of cities where people do not automatically see libraries as relevant to them, librarians can use their contacts in local communities to provide activities and events at the places where people do go - clubs, community centres, supermarkets - which will encourage people to take an interest in learning.

2) Information, Advice and Guidance

Like education, information is one of the three key strands to public library provision,. People do tend to turn to the public library when they wish to know something, and this is as true in terms of information about learning opportunities as in other subject areas. Linda Butler, found, for example, when undertaking a study for the Open University in 1981 that the number of enquiries about learning opportunities which are directed to public libraries is second only to those directed to the individual institution providing the opportunity. Recognition of the importance of the libraries' role caused the Unit for the Development of Adult and Continuing Education when asked by the DES in 1984 to make recommendations on the development of educational guidance for adults, to include public libraries as one of the key agencies to be involved in the preparation of a consultative document "Helping Adults to Learn" published in 1985, and the final response published last year as "The Challenge of Change: Developing Educational Guidance for Adults".

To quote from the final document:

> *"All libraries have extensive experience of dealing with enquiries about adult learning needs, and although many would think of this as principally an information and advice function, some libraries and librarians have acquired extensive experience of helping adults with learning projects. For many adults the library service is the closest connection they ever have with deliberate learning. The library service is widely recognised as an impartial agency, without specific commitments to the interests of particular providing agencies, and it has substantial experience of the management of information about non-formal and informal learning opportunities, where traditional educational institutions and the Careers Service are least likely to be experienced. All public library services maintain information on local organisations and activities with educational objectives, and all are involved in desseminating such information. The Library Service also has the most extensive expertise in the collection and management of information and the use of information technology for this purpose."*

Public librarians' experience of using information technology is becoming increasingly important. There is the opportunity to make available information on national data bases to the public, for example ECTIS (Educational Credit Transfer Information Service) based at the Open University which gives details of university and college courses available nationally, and is being supplemented by details of opportunities available at other levels on a regional basis. The TAPS (Training Access Points) network being developed under the auspices of the Manpower Services Commission is looking at libraries as one of the most appropriate sites for a terminal which people can interrogate themselves to obtain vocational and course information. Many public libraries are also involved in developing public information services using a viewdata system and details of locally available learning opportunities, both formal and informal, are ideally provided through this means.

3) Support for learners

The support that public libraries are able to give to learners is very varied. The most obvious area is materials. Open Learners need access to a wide range of learning materials in both printed and audio-visual format. This will mean making appropriate equipment available, e.g. video and computer terminals as well as the materials themselves. Support should also include the provision of user education programmes designed to assist the learner to negotiate the most basic procedures, e.g. joining the library, through to the most complex aspects of information retrieval. Help in acquiring information handling and retrieval skills is necessary in order for learners to have any prospect of learning independently and on their own terms.

Having embarked upon a particular learning path some, although not all learners, may require help and guidance on occasions. This may be in terms of advice about learning materials which could be provided by subject specialist library staff, or it could be in terms of general counselling about progress and future direction. This kind of assistance may be available from library staff but is more likely to be forthcoming from a specialist learning adviser. The library should recognise that such assistance will be required and should be able to actively refer learners to a source of help either on library premises or in another agency. Such sources of assistance should be relatively easy to identify in a city with the prospect of University, Polytechnic and Further Education Colleges nearby.

Another obvious area where libraries can offer support to learners is in respect of accommodation - space in which to study. Some libraries are better provided for, e.g. with individual study carrels, than others. In association with accommodation, other ancillary facilities such as use of typewriters, word processors, photocopiers, could also be made available. Such support is likely to be particularly appreciated in inner city areas where incomes are low, housing is overcrowded and families may be unsympathetic towards the serious learner.

Skills sharing and the organisation of skills exchanges is a form of support, I have heard it suggested, that libraries are well placed to undertake. Personally I have yet to hear of a skills exchange which has operated successfully without a great deal of time and effort. What I do believe libraries could do very easily is to organise a system for linking together people interested in the same topics. Not only would this have benefits for the individuals enabling them to help and support each other, share experiences, information and materials, but such a system would also provide a wealth of information about the subjects in which there was most interest. Library staff could use this to guide them in stock selection, plan programmes for the production of study guides and packs, and the organisation of special events such as workshops and exhibitions. The information could also be used by other agencies to plan their programmes for adult learners.

When libraries are developing facilities for adult learners it is necessary to consider two important factors:

1. The library is not alone and needs to develop its provision in co-operation with other agencies - the point was made earlier that this is particularly true in cities where a large number of agencies are likely to exist.

2. Access to learning opportunities in general and library services in particular is not equal and special thought must be given to the needs of, for example, members of minority ethnic groups, people with physical or mental disabilities - once again this is likely to be a particularly important consideration in cities.

1. Co-operation

Provision for learners is best developed through a network of local agencies in which each has a clearly identified role. The main agencies the public library needs to work with are: the Careers Service of the LEA and, if appropriate, careers guidance in university and polytechnic; independent educational guidance services (some of these are based in libraries); WEA, University Extra-Mural Department, Polytechnic and Further and Adult Education sections of the LEA; the broadcasting media - independent and public, local and national TV and radio; the MSC. In some places the public library has played an important part in the formation of the network by enabling representatives of the various agencies to meet together.

2. Access

The Library Service needs to pay particular attention to how it will help those learners who are not physically able to visit a library, or use the materials as they are normally provided or who, because of language or learning difficulties, require special kinds of materials. Elderly people often require special encouragement to involve themselves in learning activities. Society's view, often accepted by elderly people themselves, has long been that they are able to concentrate on nothing other than Bingo and light entertainment, yet there are countless examples across the country which demonstrate the fallaciousness of this.

The public library has a number of advantages when tackling the question of access. Firstly, in most authorities there are services to people in hospitals, residential homes and to housebound people. So it is simply a question of recognising that these services must take account of the needs of learners. Public libraries are also improving in the way they respond to the special needs of people from minority ethnic groups. Finally, public library services are very well used by elderly people. Librarians must avoid falling into the trap of stereotyping and give special consideration to ways of involving elderly people in learning activities.

Learning is a totally abstract term and in a public library context I should define it in a very broad way to include the acquisition of skills, as well as the absorption of information and knowledge. The following are practical examples from Sheffield City Libraries:

1. A project we are particularly proud of at the present time is called "Write Back". It is designed to encourage people to write or to make public the writing they are already doing. There are a number of learning aspects within the project.

   First of all several libraries have "Write Back" boards - large free standing notice boards on which people are encouraged to pin up pieces of writing - book reviews, poems, prose, comments - for other people to see. The equivalent for housebound people and those in hospitals and homes is a monthly "Write Back" magazine which contains material sent into or collected by the Special Services Librarians.

   In the same libraries which have the boards there are Amstrad Word Processors which people can use to make their writing more presentable. Staff have been trained so they can help people to use the equipment.

   We also offer free photocopying for up to 5 copies of material produced on the Amstrads and subsidised copying of larger numbers. We guarantee to bind up and display a copy of every manuscript given to us and we also give advice to people wanting to get their work published. We also have a publishing programme ourselves.

   We arrange writing workshops and readings by authors and poets in libraries. In addition to general writing workshops we have organised workshops in writing for radio, writing for children and are planning one on writing song lyrics. We also organise workshops for particular client groups - women and black writers for example.

   We encourage local writers who have been published to offer themselves for adoption by the library and, in return for special help from us - for example use of equipment, accommodation, photocopying - be available to help and advise other aspiring writers.

2. Stocksbridge is a self-contained community in the North of Sheffield. Several generations of women worked in the large umbrella factory there which closed some years ago. The local library appealed for women who had worked there to come to the library to record their reminiscences and help produce material for the local studies collection. As a result a group of women got together and, with some assistance from the librarian and members of a women's history group, produced a book entitled "The Umbrella Girls" which was published by and sold through the library.

3. Local history is, as everyone is aware, an area in which there is temendous interest. Last year the Local Studies and Archives Sections in the Central Library organised a "Family History Day". Through out the day there were hourly sessions for people wanting to learn how to trace their ancestors. All sessions were over-subscribed and there are plans for a repeat.

4. Also in the area of local history, staff were aware that many people are not content, having undertaken personal research, to keep the results to themselves. They wish to make it available for others by writing it up. So, a weekly evening course on Writing Local History was organised in the Central Library. The course tutor was an ex-journalist and local history author. Once again the course was massively over-subscribed.

5. Recently one of our libraries held a craft week. This was more than a simple display of crafts, the library was full each day of different craftspeople demonstrating their skills. Interest was tremendous with people gathering tips and information about suppliers of materials, classes and courses to attend, books to read and making contact with other people with similar interests.

To sum up - opportunites for learning should be available throughout life on a basis which allows people to make their own decisions about when they learn, the way they learn and how quickly they progress. Traditionally people who choose to stop learning are seen as failures, yet there may be many reasons why people desire a break or wish to change subjects, and this should be acknowledged and encouraged. Public libraries are ideally placed to encourage people to embark on learning, provide them with information about opportunites available to them, and help them gain practical support and advice once they have decided upon the direction to take.

I have no doubt that the numbers of people wishing to be involved in learing will increase in the short and medium term future. The "Age of Leisure" which is already upon us as a result of unemployment, more part-time working, the shorter working week and earlier retirement, will continue for the forseeable future to create large numbers of people with time on their hands which they wish to spend in a satisfying and stimulating way. In cities this is already very obviously the situation. Simple indications like the rise of library issue figures are already demonstrating this. So there is a real and important role for libraries in the cities to satisfy the needs of present and potential adult learners. I believe the distinction between leisure and learning activities will become increasingly blurred as leisure time increasingly becomes not spare time but the greater part of people's waking lives.

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Libraries and continuing education in Australia

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Ladies and gentlemen, I'm sorry I can't be with you today, and throughout the IFLA conference. While you are meeting in Brighton, I am presenting another paper "down under" at the Higher Education Research and Development Society of Australasia conference, held at exactly the same time, in Perth, Western Australia. I'm sure your seminar today will be a lively one and I extend my best wishes to you all.

This paper aims to provide an up-to-date description of developments within Australia, on the topic of libraries and continuing education.

Perhaps I should take a moment to begin by clarifying some terms. In Australia we use a variety of terms to describe continuing education. Off-campus education is currently the most popular, though external or distance education may also be used. Australia has about 75 universities, colleges of advanced education and institutes of technology and the majority of these are grouped in the capital cities of each State, and are clustered on the eastern side of Australia (Figure 1). Of these 75 or so institutions, 38 provide off-campus educational opportunities to undergraduate degree, higher degree or diploma students. In 1986 there were over 17,000 off-campus students enrolled at Australian universities, and another 32,000 enrolled in colleges of advanced education. There were also an additional 60,000 external students in the States' technical and further education systems, totalling about 110,000 students compared with the 70,000 or so enrolled for award courses at the Open University (Johnson 1987).

Off-campus study gained momentum in the 1970's and by the end of that decade external programs were a notable feature of Australian colleges. External university courses had made a much earlier entry; the University of Queensland was the first Australian institution to become involved with distance education, with provision for this in its Establishment Act of 1909. It enrolled its first off-campus students in 1911 and now has a total enrolment of about 18,000, and of those 2,000 or around 11% are off-campus students. Five other universities, from Australia's total of 20, offer external courses, with the University of New England in New South Wales enrolling students since its autonomy in 1955; Macquarie University in Sydney since its inception in 1967; Murdoch University in Perth in 1975 and Deakin University in Geelong since its foundation in 1978. The newest arrival, the Curtin University of Technology is continuing the off-campus programs that it previously offered as the Western Australian Institute of Technology.

Australia was a little slow to devote much energy to the concerns of library services for off-campus students. There had been very little professional literature published on library services up until the late 1970's. From then on the situation improved and rapidly. From the Townsville College of Advanced Education (Store 1979), there was an initial survey on services to external students, which has been updated more recently by the South Australian College of Advanced Education (Bundy 1987). In 1982 the Guidelines for library services to external students were published by the Library Association of Australia as qualitative statements recommending the minimum level of provision for library services to students enrolled in the external mode with any post-secondary institution within

Meeting

Australia. In the same year the Commonwealth Tertiary Education Commission (CTEC) funded an investigation into student needs for reference material, the sources they use and the effects of the external system in which they study. The results of this research were published in 1983 by Andrew Winter and Margaret Cameron as External Students and their libraries, a publication which provided librarians with the opportunity to compare student attitudes towards the library service from the home institution, with information on services available or possible as described in Store's survey and the Guidelines.

There have been some seminars devoted to the needs of off-campus students, beginning with one in 1979 as a workshop at the Library Association of Australia's biennial conference in Canberra. This was followed in 1981 by the first national workshop on library services and distance education, where the emphasis of the two-day workshop lay with the group sessions, and participants bore the responsibility for drafting guidelines for adequacy in the provision of library resources and services in distance education programs. In 1985 another seminar was held in conjunction with the ICDE Thirteenth World Conference, again devoted particularly to the needs of students studying in the off-campus mode.

Since then, the issues that have concerned librarians have gained considerable momentum. In March 1987, the Library Association of Australia sponsored a forum for discussion of coordination of library services to off-campus students. This forum was chaired by Professor Johnson, Special Commissioner with the Commonwealth Tertiary Education Commission and the Chairman of its Standing Committee on External Studies. In his opening address, Professor Johnson stated:

> *"It is clear that the best interests of external students will be served through coordination and cooperation amongst libraries, whatever the formal affiliation of each library. It is clear also that libraries, like every other special interest group in Australia, will need to organise themselves and lobby and win public support and put pressure on political representatives if they are to fulfill the central role which they have in the education of Australians, whether external or on-campus, whether enrolled in educational institutions or general readers or enquirers after special information." (1987)*

The two day meeting was attended by invited representatives from the university sector, advanced education, the Australian Advisory Council on Bibliographic Services, Technical and Further Education sector, the Directors of external studies, the Australian and South Pacific External Studies Association, public libraries, special libraries, school libraries. The forum was most profitable; and in summary Professor Johnson identified six issues that arose over the two days.

Issue No. 1: the need for further information, particularly for facts. Much information already exists and libraries have done and continue to do surveys of their external students. How should this information be gathered? Who should be responsible for gathering it?

Issue No. 2: the role for different types of libraries - institutional, public, special, study centre - in meeting the needs of off-campus students around Australia.

Issue No. 3: the need to disseminate information effectively, to students and other libraries, and this is associated with the need for guidance or education in the use of libraries.

Issue No. 4: ensuring that borrowing privileges are available for external students for off-campus students from one institution, at the libraries of other institutions. What terms and conditions are necessary for such a scheme to succeed?

Issue No. 5: technology and the information networks that exist now - what networks do exist and who arranges or fosters suitable networks for off-campus students?

Issue No. 6: the clientele; whom are we serving? Whose interests are we trying to advance?

As a result of that forum, a small working party was formed, and has spent some time addressing the issues and identifying possible solutions. I will expand on some of those, as I believe that once they are implemented they will have a significant effect on the services available to off-campus students.

One idea, still in the planning stage but coming closer to implementation every day, is a "manual" designed to provide an easy guide to the library services offered from the libraries of the home institutions. This will be in a "check list" format, giving the name and address of each of the institutions, telex and phone numbers, contact staff and then identifying the major services offered. The manual is designed to go to public librarians, special librarians - any library that is used by external students. It means that the librarians in small country towns will be able to tell at a glance the range of services offered by any institution and feel more confident about contacting the institutions direct for assistance with the varied information needs that students bring into the library. In Australia, we believe quite strongly that the institution has a responsibility to provide excellent library services to its off-campus students, and this responsibility should not be shifted to other libraries. I hope that the manual will be ready for distribution by the beginning of the academic year in 1988; at the moment it is in a draft stage and we are seeking input from various sectors of the library profession.

Reader education for off-campus students is receiving more attention too. At Deakin University last year we produced a video designed to introduce students from any institution to the range of resources held in any library. This video has a particular focus on Australian studies (1) and we see it as a first in a series of videos dealing with resources in particular subject areas. A second video is in production now, and will deal with business studies.

In planning the video, we had recognised that external students use many other libraries in addition to those at the institutions at which they are enrolled. But access to a range of libraries is not enough; students also need to be able to use those libraries effectively. All universities and colleges recognise that one of their fundamental responsibilities is to produce graduates able to use libraries and information resources effectively, to find information for themselves in their particular disciplines, and to keep themselves informed about the literature of their special fields throughout their professional lives. Reader education is needed which will equip students anywhere, enroled in any institution, to use any library. As formal classes are not feasible for scattered off-campus students, and individfual instruction to visiting students from a range of institutions imposes an unreasonable burden on the staff of the libraries they visit, a different strategy is necessary. With instructional videos, students can view the reader education program at home, taking notes and replaying as necessary. With increased knowledge - and increased confidence - they can then approach their local library, whether that is a school, public, academic, technical, business or special library (Crocker, 1986).

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(1) Libraries: your gateway to information
No. 1 Australian Studies - Duration: 12 minutes - Price Australian $38.00

We also keep copies of the video in the Deakin Library and send them on loan to off-campus students; they are available for use with our on-campus students or at any residential schools for off-campus students, or tutorials, or in reader education classes. We also advertised the video for sale and have found that other institutions, public libraries and school libraries are purchasing it.

Reader edcuation for off-campus students is the topic for a special seminar to be held next May as we become more aware of the need to educate our users, not just in how to use the library service offered by the home institution, but how to use other libraries. I believe some innovative and creative methods in offering instruction in the use of libraries and resources will be evident over the next few years.

Following up from the success in 1982 with the report External Studies and their libraries, Deakin University applied once again to the Commonwealth Tertiary Education Commission for funding to investigate a possible system of borrowing priveleges for all external students at all university and college libraries. We received this funding in 1986 and questionnaires were sent to 19 universities, 68 colleges of advanced education, and 226 TAFE colleges, to collect information about present policies and practices of tertiary libraries in registering as borrowers external students from other institutions. The report A national library card for external students? (1987) was published in June; again we are seeking input, but we did make a number of recommendations which we believe will open the way for external students to freely gain borrowing privileges at their nearest and most convenient tertiary library. The recommendations have been endorsed by the CTEC Standing Committee on External Studies and we are seeking further funding from the Commission to coordinate the scheme and set up practices that will be acceptable by most if not all of those libraries. This will be a breakthrough in Australia, where up until now libraries have rather jealously protected their collections from use by students of other institutions.

In 1982 when the Guidelines for library srvices to external students were published by the Library Association of Australia's Special Interest Group on Distance Education, they were made available for sale. Last year we approached the Association to make a number of copies available free of charge, and these were sent to the chief executive officer of every university and college of advanced education enrolling external students, and to the head of the technical and further education body in each state. Those letters were signed by Professor Johnson from Commonwealth Tertiary Education Commission, and myself, and we sought feedback from each institution. To date we are still gathering (somewhat tardy) replies; once they are all received we will assess the need for a second edition of the Guidelines, or the development of standards in this area of librarianship. The fact that the Guidelines have been so willingly endorsed by the Commonwealth Tertiary Education Commission is heartening.

The good relationship built up with CTEC Standing Committee on External Studies, and the support given by that Committee towards our work on improving library services available to off-campus students provides further encouragement. The Commission has recently made a recommendation to Government that the number of institutions offering external courses should decrease over time from 38 - 12; this gives uf the opportunity to ensure that library services from those 12 institutions are of an excellent quality, and comparable to the range of services and resources availabelto on-campus students. Distance education is very much part of the educational scene in Australia and continues to attract large numbers of mature aged students both in the workforce and at home.

There is a great need for coordinated database of all the courses available in the off-campus mode; indeed this is for all courses to any/all students, but the need for accurate, up-to-date information on off-campus courses if the greater, due to the isolation of potential and current students, the distances separating them from institutions and educational counselling opportunities, and the bureaucratic and often bewildering enrolment procedures of most of our institutions: The development of such a database need coordination at a national level. I was most impressed with the ECCTIS system in operation from the Open University and I live in hope that Australia will be able to mount and support a similar system. CTEC has recognised the need for a database of external courses and in Western Australia, the Technical and Further Education (TAFE) authority is working on producing a database of TAFE courses available, but this is designed for internal use only. The TAFE database will be available on a personal computer disc and thus is ideal for public libraries, acting as education guidance centres and providing easy access to information on the range of courses available. The development of libraries, particularly public libraries, as educational guidance centres is already being explored in Australia and this need will grow as a database of continuing education courses becomes reality.

In September this year, the Library Association of Australia and the Australian Association of Adult Educators offering a joint conference called "Partners in Adult Learning - Libraries and Adult Education". This conference will look at a range of issues such as the future for adult learning and libraries, the approaches towards learning from various groups, and the training needs for both librarians and adult educators. It should be an interesting event; a most welcome sign is the coordination between educators and librarians in debating some of these issues.

Australian off-campus (distance education, external services, continuing education) librarians have finally sorted out their home base operations; we offer efficient quality services to adult students around the country. Now we are leaving our libraries to lobby, discuss, argue, coordinate and influence the range of services and library opportunities available to this growing number of students, by enrolling other sectors of librarianship, educators, politicians and the public. Continuing education in Australia is a way of life: we intend to ensure that the library services offered nurture with excellence that way of life.

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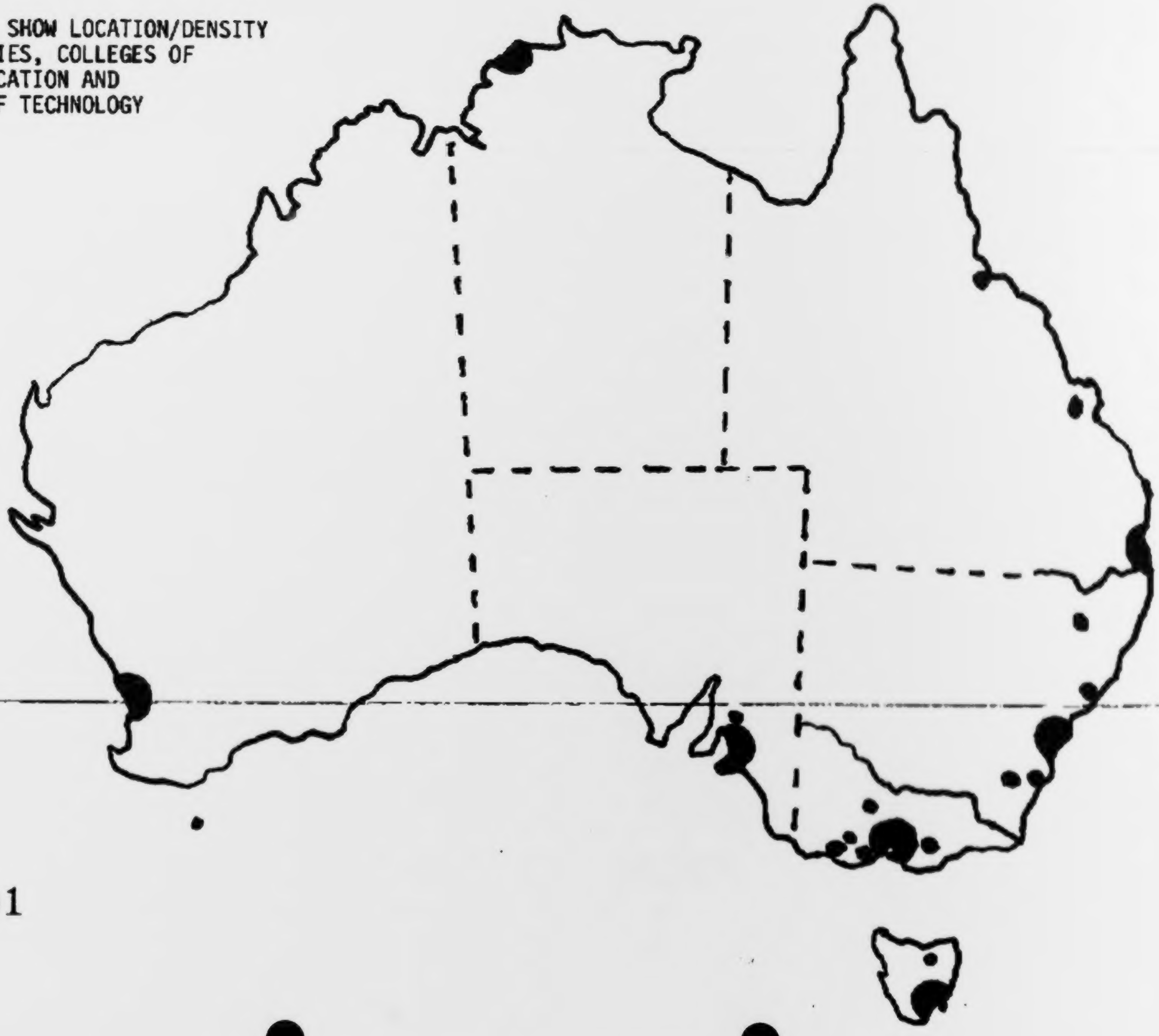
FIGURE 1.

SHADED AREAS SHOW LOCATION/DENSITY
OF UNIVERSITIES, COLLEGES OF
ADVANCED EDUCATION AND
INSTITUTES OF TECHNOLOGY



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Libraries and Continuing Education in the United Kingdom : a strategy for cooperation

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David T Lewis, Head of Library and Learning Resources, Sheffield City Polytechnic

The growth of continuing education provision in different forms has placed new pressures on library and related support services. The increased emphasis on open and independent learning systems has also meant that the library or resource centre has become an essential component of any such system and will have to seek a more active involvement. It is clear that the traditional service aspect of libraries together with their expertise in the organisation and control of learning materials make them potentially important agents in a situation where students can learn free from the conventional barriers of regular attendence at an institution. In an open learning system some, if not all of the barriers are removed so that a student is free to study where he likes, can set his/her own pace and select his/her own strategies for learning.

Literacy and basic education

Despite the existence of a long established compulsory and comprehensive system of secondary education illiteracy is still a very considerable problem in the United Kingdom and it was largely a concern with this issue which led to a major adult literacy programme. It had become clear in the early 1970's that approximately 6% of the adult population was either unable to read or write at all, or had a reading age below that expected of a nine year old child. As a result the following initiatives were taken:

1974 - A sum of £1 million was allocated by the Secretary of State for Education and Science as a result of growing national pressure.

1976 - A sum of £2 million was allocated to be administered by the Adult Literacy Unit (ALRA)

1975 - The BBC launched initiaves designed to stimulate general interest in the problems of adult literacy. This was part of a nation-wide campaign in which libraries were very heavily involved and which created a wide spread public awareness of the importance of literacy as a basic element of continuing education.

Education for leisure

We are undoubtedly moving either by design or enforcement into a new age of leisure. This is due to factors like the reduction in work hours on the one hand and the effects of structural unemployment on the other. Given this scenario it is imperative that all agencies of continuing education including libraries should be harnessed to the task of enabling individuals to make the most creative use of their time.

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Technical change and innovation

In a society where rapid change in the work place has to occur if we are to survive economically and indrustrially, it has been preducted that we are entering a period in which the individual may have to retrain at least twice in his/her lifetime in order to cope with the changing demands of the workplace. Indeed in many professions and skilled occupations this process of retraining goes on continually simply to keep the workforce abreast of current developments. Given this situation the provision of adequate facilities in the form of educational and training facilities are crucial as is the supporting infrastructure of library and information services in general.

Initiatives in continuing education and library provision

Having touched upon these factors by way of background it is important to outline some of the initiatives which have been embarked upon in respect of activity in this area and more particularly in terms of library support for continuing education across a very wide spectrum. The issues outlined above prompted a considerable national concern and subsequently The Advisory Council for Adult and Continuing Education (ACACE) was established by the Government in 1977 to advise generally on matters relevant to the provision of adult education in England and Wales and in particular:-

a) to promote co-operation between the various bodies in adult education and review current practice, organisation and priorities, with a view to the most effective deployment of existing resources;

and

b) to promote the development of future policies and priorities with full regard to the concept of education as a process continuing throughout life.

The Council was broken down into various committees and Working groups. There were two main Committees, A and B.

Committee A was concerned with issues affecting the present provision of adult general education and in 1981 published a Report entitled:

Protecting the future of adult education

In April 1980 the Council had previously published a discussion paper Present Imperfect which sought responses regarding various issues involved in the current provision of adult education - these responses were then taken into account in formulating the Report.

Committee B - This body was broadly concerned with the development of adult education over the longer term. It was chaired by Prof. Naomi McKintosh and covered all kinds of areas, e.g.

Barriers to access
Financial support
Staffing and training needs
Legislation
Information, Advisory and Counselling Services

I shall say a little about this last area because it has particular relevance to librarians. A separate committee was set up early in 1978 under the Chairmanship of Peter Clyne (Assistant Education Officer, ILEA), to examine the need for accessible information advice and counselling services in respect of adult and continuing education. The basic problem was seen as the inability of large numbers of people to ask the right questions and get the right answers in respect of their educational needs.

The result of this enquiry was a report entitled:

Links to Learning issued in September 1979

It stressed a number of points:

a) Local guidance should be co-operative and collaborative ventures rather than the exclusive preserve of any one professional group or institution.

(This is very important when one considers the range and diversity oif the various providers).

b) The DES and the Welsh Office should make clear the importance which they attach to the development of these local guidance services for adults.

c) Such services should be located in places which are easily accesssible and inviting to enter.

d) More effective ways should be found to exchange information and experience amongst existing local guidance services so as to facilitate co-operation and development.

e) Consideration should be given to ways of increasing the effectiveness of broadcasting in providing educational information, in stimulating public awareness, and in encouraging collaboration with and amongst local services.

These are only some of the main recommendations and the work was subsequently taken further through a project entitled the Educational Advisory Services Project which was funded by the British Library. Linda Butler the Project Research Officer compiled a Directory of Educational Guidance Services. A report was also published which recommended that a network of educational information services be developed and that LEAs in conjunction with other bodies should seek ways of supporting the establishment of educational guidance services for adulsts throughout the country at the earliest opportunity.

I stress these points because I believe that the Public Library has an invaluable role to play in this regard. It is somewhat akin to that of "educational brokering" in the United States, i.e. one of the links which have been developed between the worlds of education and work. When one considers it the Library is a very natural and logical place for this kind of function.

1. It is usually centrally located and people are used to going there. It is also open long hours.

2. It is in the business of information and has all the back up of directories, on-line services, Prestel, etc.,

3. It has the trained manpower available to deal with enquiry work and who can develop a referral function to other appropriate agencies. The line between information, advice and counselling is very blurred and tends to slip one into another.

4. The Library already performs this role to a large extent. Richard Freeman the Director of the National Extension College recently stated that by far the largest information concerning courses was provided by/through the public library.

5. The Library is a neutral agency - it has no vested interest in any one type of educational institution.

Despite these factors many Librarians at present don't want to get involved for all kinds of reasons:-

- Some have a very traditional view of their role and are very relunctant to expand or develop it.
- Some are very worried about the financial situation and don't want to extend services in any way.
- Some are concerned about the possible extension into the counselling role although this is largely covered by other agencies.

I would only stress that with the present emphasis on open learning in so many different areas librarians cannot afford not to get involved in this area. After all they constitute in themselves a primary agency of open learning and I would regard the Public Library as one of the most important informal agencies of adult eduction in the widest sense of the term.

The term 'open learning" is often referred to these days and there is some confusion as to its precise meaning. As the term implies an "open learning" system is one which enables individuals to take part in programmes of study of their choice no matter where they live or whatever their circumstances.

Although the categories are not all embracing the Council for Educational Technology outlines three main types of open learning systems.

a) College based systems - where all the teaching is done in the College or institution, but where the timetable is flexible and students are able to study on their own at their own pace.

b) Local systems - where most of the students are resident in the normal catchment area of the college but study for part of the time at home, with the college providing elements of study, counselling, tutorials, access to the Library and the normal range of facilities available to other students as well as correspondence teaching.

c) Distance systems - in which most of the students are remote from the providing institution and where the courses are provided are much like conventional correspondence courses.

At present an amalgam of all these methods are to be found in Britain covering a vast range of courses at different levels and aimed at meeting different needs.

As already inidcated the Public Library is an essential component of any such system and will have to seek a more active involvement. Other types of libraries are also having to respond to educational changes whereby more project based work and other forms of individualised learning play a far larger part than has been the case hitherto.

1. Libraries must ensure that potential students are aware of their local library services and their potential.
2. It must also be ensured that library staff are sympathetic and supportive to the needs of students who may find it difficult to articulate their needs.
3. Librarians must be aware that conventional methods of assistance may not be adequate and to utilise other agencies - counselling, adult education guidance services, etc.
4. They must be aware of the need for co-operation over the organisation and provision of resource materials, and especially to co-operate with any national developments concerned with the central listing of resources.
5. It must be ensured that at the operational level as many unnecessary constraints as possible are removed. This includes consideration of opening hours, stock provision, inter-lending, loan procedures, etc.
6. Librarians must be trained and/or retrained so that they are fully familiar with course design and the production of materials and can contribute to both by ensuring that all such resources are utilised.
7. Librarians must co-operate with the media and other agencies including counselling, who are involved in open learning systems.

This co-operative framework is important because libraries have to be an integral part of any such system - they after all constitute very largely the channel for resource and information provision on which open learning ultimately depends.

Vocational aspects

Of late the present Government has emphasised strongly its support for the vocational aspects of adult education and in particular the importance of mid career courses for those at work. The Manpower Services Commission has been very concerned with this whole area and this is not surprising when one looks at the facts e.g.:- almost half the 16 year olds in Britain leave school for work or unemployment compared with a mere seven per cent in Germany, where 50 per cent enrol in modernised apprenticeship schemes and another 18 per cent in full time vocational education.

It is partly in response to this kind of problem that the Manpower Services Commission issued a consultative document entitled "An Open Tech programme" to help meet adult training and retraining needs at technician and related levels.

I do not intend to go into great detail at this point except to indicate that Chapter 3 gives a summary of what is called An Open Learning Approach which outlines what is intended.

Chapter 5 entitled Proposed mechanisms refers among other things to Open Tech Information Centres which have the following characteristics:-

- they should be geographically dispersed sites to be easily accessible
- would be able to take individual queries
- provide information about what is available (including existing provision outside the "Open Tech programme if this will meet the need.
- give limited advice and put individuals or organisations in touch with particular schemes for more detailed service.

It is envisaged that Centres would be based on existing facilities such as Further Education Colleges and that the use of Viewdata systems should be considered. A good deal of piloting and testing will be required. Information sytems can be excessively costly, and duplication would need to be avoided. Ways of linking in with existing or planned information storage systems would have to be thoroughly examined before any new system was set up. The implications for libraries could be very considerable and here again it would be best if libraries could take the initiative and seek involvement before other agencies are established.

The Role of the Library Association

It might be asked at this stage what role the Library Association has played in this regard. It has in fact done a fair amount.

In 1978 the Library Association established a sub-committee on continuing education to maintain a watching brief in respect of developments in this area and to develop active liaison with other agencies at both national and local levels. The first Chairman was the late Alan Longworth and it was he who presided over the first national conference entitled "Living and Learning" the proceedings of which were later published by the Library Association. The Committee is representative of a wide range of libraries and also includes among its membership the Director of the Yorkshire Division of the Open University, Education Officers from Broadcasting agencies as well as the Library Association itself.

Activities

1) It arranges conferences and regional meetings and generally tries to encourage LA Branches and Groups to arrange meetings on the theme of continuing education.

2) It has developed close links with the Media, both BBC and IBA. The need for appropriate and adequate back-up for educational programmes has long been recognised by librarians and broadcasters, but little had been done in the past to facilitate such activity. Consequently discussions with both the BBC and IBA have been initiated with a view to establishing closer working relationships particularly in respect of educational programmes.

3) The committee responds to public statements put out by other agencies such as the Council for Education Technology.

4) The committee produces its own statements on relevant areas of concern such as Libraries and Open Learning which was issued at a Library Association conference and more recently has been focussing its efforts on the production of guidelines in respect of practice in this field.

5) In 1986 the Committee issued a newsletter entitled Adult Learning and Libraries News which seeks to keep interested parties informed about developments in the field generally including accounts of recent conferences, meetings and publications.

Perhaps, however the most important function the Committee can perform is to build bridges between professionals working in different but often related disciplines e.g.

As a result of initiatives on the part of the Committee the National Institute of Adult Continuing Education (NIACE) often includes options on Adult Education and Libraries in its conferences and meetings.

What is needed essentially is top management contact between the various agencies so as to create the impetus for ideas and action. The Library Association sub-committee is pursuing this end both regionally and nationally. It is also important to develop a close partnership at the local level so that different ideas can be implemented effectively. There is evidence of this happening in different areas e.g.

PLAEC (Public Libraries and Adult Education in the North West)

This year a research report entitled Public Libraries and Adult Independent Learners was published by the Council for Educational Technology. The research was largely undertaken by Vernon Smith and was funded by the British Library Research and Development Department. The research has been instrumental in identifying ways in which public libraries could orientate their services to make more effective provision of information materials and support for different categories of users and also includes a number of suggestions and recommendations for action.

Finally it must be emphasised that in the present economic climate and the constraints that have been imposed on libraries and continuing education it is essential that all interested parties work together because all are vulnerable. The main task for the immediate future, therefore, is to orchestrate a collective lobby both locally and nationally. Bodies like the National Institute of Adult Continuing Education can only do so much. Demands from the grass roots are often much more effective. Perhaps what we all have to do is follow the advice offered by Benjamin Franklin:-

> *"We must all hang together or most assuredly we will all hang separately."*

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Libraries and adult education : County perspectives

(86)

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From their inception, County Library Services in the U.K. would claim to have assumed a prominent role in supporting Adult and Continuing Education - I emphasise 'would claim' in that the degree of prominence and the extent of support in this respect has varied considerably from one County Service to another.

Historically, County Library Services were established to fill the gap in Library Service provision in those areas not served by urban and city library authorities, and as such provision was generally made by placing and exchanging deposit collections in village halls, rural community centres and village schools.

County Library services were also often established as an activity or department within the County Education Authority and as such often undertook responsibility for School Library Services. Additionally, perhaps because of the absence of large central reference libraries, County systems also established what were termed 'student collections'. Such collections were generally Headquarters based and were generally utilised by full-time college based students many of whom simply forwarded book lists to the central library and received the required items through the postal service.

This central student collection also formed the basis of support material for adult education classes - mainly non-vocational classes organised by the local education authority, the Workers Education Association and University Extra Mural Departments. Collections of books were made up from lists provided by class tutors and delivered in 'book boxes' to the venues of the various classes - again quite often village schools, village halls and community centres.

Thus there was very little direct or personal contact between either students or tutors and the Library Service or library staff and the library service simply reacted to the resource based needs identified by the students or tutors themselves.

Although subsequently and particularly following the second world war, County Services undertook responsibility for provision in many urban areas and established a network of static and mobile library service points, provision of support for Adult education continued much as it had previously.

This was the situation in many county libraries up to the early and mid 1960's and I well remember as a young librarian in the mid-sixties being given the task of searching the students collection and the book reserve stack at the County Headquarters for books listed (usually in atrocious handwriting and usually within days of the classes starting) by the various class tutors.

I also recall the difficulties of making up such collections when as often happened different tutors, not always from different adult education institutions, produced almost identical lists - which indicated either a considerable demand for classes on certain topics or subjects - or as I suspect often to be the case, a lack of co-ordination between the different tutors and institutions in drawing up the adult education programmes. The lists also contained many out of print items which indicated that some tutors did not keep up with the latest reading matter in their subject, and, one suspects, made up their lists from those they had used when they were students.

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The brief potted history I've related so far may appear somewhat comic for an institution which has 'education' as one of its main objectives, although I must admit the scenario is not the result of any in depth research and no doubt there were County Library Services which provided much higher and more professional levels of service. Many, I believe, however, simply responded to expressed needs and demands and certainly could not be described as proactive or active in the promotion of adult education.

In that my Library Service experience is virtually limited to one County Library Authority, and in the absence of any in-depth research on my part, I shall for the remainder of this paper draw very heavily on the developments in my own Authority, Clwyd County, I would however add at this stage, that from my knowledge of other County Services, recent developments in Clwyd, are not, I'm happy to say unique, in that there are many initiatives and developments currently occuring in most County Library Authorities - many of which have resulted from or have been encouraged by the recommendations in the U.D.A.C.E. (Unit for the Development of Adult and Continuing Education) Consultative document 'Helping Adults to Learn' and the following report 'The Challenge of Change: - Developing Educational Guidance for Adults' 1986.

I referred earlier to the 'book box' service in my Authority during the mid sixties, this was the level of service which continued until 1974 when for the first time we appointed a member of staff specifically to be responsible for services to Adult and Continuing Education. However in all honesty the creation of this post cannot really be described as having a dramatic effect on services to Adult Education, in that whilst it provided an identifiable point of contact for tutors and students, and as a specialist post provided an increased level of expertise and guidance, the service still remained largely reactive to expressed needs and demands and was hardly innovative or proactive.

The incentive for innovation and development really occurred during the late 1970s - largely as a result of two factors. Firstly, the sudden increase in levels of unemployment and redundancy - resulting in Clwyd mainly from the run-down of older traditional industries such as steel making, coal and mineral extraction and textiles and the subsequent needs and demands from the community for both vocational re-training and education and non-vocational education for the creative use of enforced leisure time, and secondly the greater emphasis during that period on Open University and other distance learning programmes, and the mushrooming of both formal and informal classes to meet the needs of the unemployed and their families.

There was an obvious need to identify and co-ordinate existing provision in terms of classes, programmes, deployment of resources and so on, and thus some seven or eight years ago the County Library Service together with the County Education Authority established what became known as the Clwyd Joint Committee on Adult and Continuing Education, an inter-departmental and multi agency grouping designed primarily to facilitate co-operation between adult education providers and information providers and to co-ordinate the activities of the different educational agencies in the County. The Committee included in addition to representatives of the Library Service and the L.E.A. representatives from the Workers Educational Association, University College Extra Mural Departments, the Open University, the Careers Service, local colleges and Community Development Agencies.

As a result of this Committee a number of initiatives have been instituted including:

an Adult Educational Fortnight.
Information/Advice and Educational Guidance Sessions.
The Co-ordination of publicity and promotion.
Adult Education Information packs.
Joint Training Sessions.
The creation of a local data base on adult education courses.
Investigations into the use of National Adult and Further Education Information data bases such as ECCTIS (Educational Counselling and Credit Transfer Information Systems) and POLYTEL (the guide to full-time courses at Polytechnics), etc.

I shall refer to some of these initiatives later in the paper, but the main thrust of developmental activity of the Committee shortly after its creation was the establishment by the Library Service jointly with the Education Service of a one-year Manpower Services Commission funded project to investigate the inter-relationship between libraries and adult education.

The aims of the project were:

(a) to identify the learning needs of adult independent learners and the library provision required to service those needs.

(b) to investigate improved methods of meeting the library and learning needs of adults following academic, vocational, leisure interest and basic education courses.

(c) to investigate the provision of information on adult education opportunities.

Nine fieldworkers were employed and based in libraries in the County with a remit to make contact with students (potential and actual) and to contact tutors from the various agencies in order to investigate their awareness of and actual use of library services and to assess the information gathered in order to ensure the provision of an improved and pertinent service in the future.

Time precludes me from describing the results of the project in any detail, and I have to confess that owing to the volume of material produced we have not yet edited the material gathered into a published format. Further I fear that by now the rate of developments both locally and nationally may have largely dated the conclusions and recommendations arising from the project - so it may never see the light of day as a published report.

However, it is sufficient to report that the conclusions and recommendations were perhaps predictable in that they largely concentrated on a lack of awareness amongst both students and tutors about the range of services and support available through libraries, the lack of co-ordination in the programming of courses and classes, the lack of co-ordination in the production of publicity and information on available courses and classes, some confusion in relation to the identity of the various agencies involved in the provision of adult and continuing education and the overwhelming need for an information and guidance service for adults wanting to know more about the educational opportunities available to them.

Indeed, although not strictly part of their remit, the fieldworkers all reported that a significant part of their time was actually spent in providing such information and guidance.

Several of the initiatives listed earlier in this paper, whilst considered initially by the Committee, were given increased impetus as a result of this project - a project which as I have already indicated did not produce any surprises, but certainly provided tangible evidence of what we suspected particularly in relation to the level of awareness and of actual use of library support facilities for Adult Education.

Perhaps one of the most satisfying initiatives, which in part at least went some way to meeting the needs and problems outlined in the survey project was the establishment of an 'Adult Education Fortnight'. This is by now an annual countywide event held during the first two weeks in September with the aim of maximising publicity for adult education opportunities and support. These aims are achieved by providing Adult Education Information Desks at Libraries throughout the County during the 'Fortnight' and Library Information Desks at Adult Education Centres during enrolment sessions. The Adult Information Desks at Libraries were initially manned by Adult Education Development Workers and Educational Guidance Workers with back-up support and assistance on specific enquiries from library staff. The desks wre manned full-time in the larger libraries and from 3 to 18 hours a week at other libraries. Subsequently the desks have been staffed almost entirely by professional librarians on the basis that information/advice/counselling is a legitimate activity for librarians. In 1987 at all libraries where there is constant professional staffing, the specific information sessions will be discontinued but publicity material will draw attention to the fact that this aspect of the service is now available as a full time facility. The main reason for this change is that whilst during the last Adult Educational Fortnight in September 1986 a total of some 1,200 enquiries were dealt with during the specific sessions - library staff dealt with as many if not more adult education enquiries at other times when the desks were not manned, which seemed to point to the fact that libraries and library staff were now being accepted as providers of this type of information and guidance.

The Library Information Desks located at Adult Education Centres during enrolment sessions are staffed by local library staff and have proved to be very successful both in terms of the number of enquiries handled and in terms of job satisfaction on the part of the library staff involved.

Prior to the Adult Education Fortnight, training sessions are held for library service staff to update them on new developments, and prior to the 1986 'Fortnight', a joint training seminar for Librarians and Careers Officers was also held to investigate the use of the newly available viewdata 'Advanced Further Education Information Service'. The seminar was also very successful in developing a closer working relationship between the two services at local and county level.

Also prior to the 'Fortnight' information provision is co-ordinated at county level with for example, the posters and leaflets produced by all the organisations involved being designed to present a common format and to incorporate the nationally adopted 'open door' logo for adult and continuing education.

In an attempt to raise the profile of adult education provision in the County the Library Service in 1986 and in co-operation with the course providers produced an eight page Clwyd Adult and Further Education Supplement which was distributed by the North Wales Newspaper Group.

The Library Service also obtained free air time for a bilingual Community Service Announcement which was broadcast twenty times on Harlech TV and S4C (Channel 4 Wales) which highlighted the role of the local library in providing information for potential adult students.

Advance press releases on 'Adult Education Fortnight' also produced considerable newspaper covering and resulted in interview spots on both the local BBC Radio Clwyd and the local independent radio Marcher Sound.

In 1986 a local database of adult education courses in Clwyd was created as a pilot project. The database included courses run by the Local Education Authority, the Workers Education Association, and the University College of North Wales Extra Mural Department. The database was accessible either on-line from those libraries which had access to the County Council's mainframe computer or from a hard copy computer print-out (arranged in subject order) which was available at all libraries.

A full examination of the project is currently being carried out, but the following points have already emerged:-

(i) Library staff welcomed the existence of the data base in that it was referred to extensively in answering enquiries generally and was used as a tool in 40% of the enquiries handled during the special information sessions.

(ii) There were slight technical problems in accessing the computer on-line but it is thought that these problems largely resulted from the fact that we were using a new system known as the ASSASIN database, and it is anticipated that these problems should be reasonably easily overcome as staff become more familiar and confident in the use of the new system.

(iii) Although the database proved most useful, to be fully effective it needs to be a comprehensive record including for example all college courses.

Other feedback from staff involved in the 1986 'Fortnight' revealed that in spite of joint action and greater co-ordination, the accessibility of course information remains a perennial problem, particularly in relation to local college provision and that attention needs to be focussed on:

(i) earlier dissemination of information

(ii) greater quantities of appropriate publicity material for distribution.

(iii) more effective presentation of publicity in particular information leaflets, to facilitate use.

(iv) more information from course providers on scope, level and duration of courses. Course titles such as "Art" for example convey nothing to the potential student. If library staff do not have access to additional information the Service can lose credibility and the course providers could lose potential students.

In January this year a major new co-operative venture was initiated with the appointment of the Clwyd Library Service (the only library service to date) as a Training Access Point (TAP) Network Agent by the Manpower Services Commission (MSC). The TAP initiative is part of the MSC's Adult Training Strategy which is geared towards encouraging more and better training in an effort to improve economic performance in the U.K.

The contract relates to a feasibility study to be conducted over a twelve month period to assess the effectiveness of wider public access to information about vocational education and training. The overall aim of the project is to improve the accessibility of information about vocational education and training opportunities and to help individuals and business (industry and commerce) to make the best use of that information to meet their training needs.

To this end a TAP Network Agent is required to bring together sources of information about local vocational education and training provision and to organise them into a coherent database. This information resource will then be made available at a number of training access points supplemented by access to national databases such as ECCTIS and POLYTEL.

Within this overall strategy it is also the aim to improve the quality of information available, to increase the take up of training through the provision of advice and guidance to assist enquirers to identify their particular needs and to select suitable training and educational solutions to meet those needs.

Currently the local TAP network operates from five sites in the West of the County - the more rural part - and with the use of a mobile TAP unit the service can be made available at other sites including industrial estates, colleges, large and small businesses, etc.

We are however confident that the one year Contract will be extended and enhanced to serve other locations in the County. It should also be pointed out that whilst the Library Service is the appointed MSC Agent, service provision includes significant joint action with the Careers Service and the secondment to the project of Careers Service staff.

Time precludes detailing further initiatives and developments but in conclusion I will briefly summarise what we in Clwyd consider to be the role of the Library Service in support of Adult and Continuing Education.

(1) Aims - We define the aims as the promotion of an awareness of adult education opportunities both locally and nationally, formal and informal, and further, as a service - and in conjunction with the other agencies - to ensure that the educational needs of the community are met.

(2) Objectives

The two main objectives are:

(a) To ensure that the Library Service provides the necessary support for adult and continuing education and

(b) To improve information provision by greater co-operation between all agencies concerned with adult and continuing education.

(3) Service Activities - these fall into three main groups - Firstly initial information and advice including:

(a) the provision of information on the various avenues for continuing education.

(b) The provision of guidance and counselling services to help the individual determine his own educational needs and the most appropriate means of fulfilling them. Here there are two functions, assisting and guiding the individual, and acting as a referral point for queries the Library cannot answer in sufficient depth, and in this context the importance of close liaison with Education Guidance Services should be noted.

(c) The promotion of the concept of continuing education and of the library as an agency for continuing education by using the libraries' publicity and promotional facilities.

(d) The provision on on-site facilities in Libraries for Educational Guidance Councillors.

The second main group relates to material support for courses including:

(a) The provision of reading materials to support courses and in this context the provision of non-book materials, research facilities and bibliographic services.

(b) User education programmes to maximise the individuals knowledge and use of the full range of library services - here the term individual is used to include both students and tutors.

(c) The provision of specialised material for special groups such as literacy and numeracy groups.

(d) The provision of accommodation for both formal and informal classes and self help learning groups.

Thirdly and finally, the evaluation of community needs.

If the library is actively performing the roles identified above it should be in a position to evaluate the adult and continuing education needs of the community by monitoring and maintaining records of enquiries which should indicate whether needs are being met and satisfied. This information whilst providing a measure of the effectiveness of library service provision should also assist formal and informal adult education providers in the provision and promotion of courses designed to meet expressed and perceived needs.

I am not really in a position to provide an objective view on how successful we have been in achieving the aims and objectives outlined above, what I do know is that library staff throughout the County have developed a very positive attitude to the provision of adult education guidance and support, and that there appears to be an increasing public perception of the library as the place to go for such guidance and support.

What is now vital is that these attitudes and perceptions are supported and encouraged by a concerted effort to provide appropriate support materials, full course information clearly presented and in good time, and to develop a sound model for the structure of a local Education Guidance Network - possibly based on the U.D.A.C.E. recommendations in their report 'Challenge of Change'.

If we succeed in these aspirations then the public library service will indeed fulfil one of its major roles - helping adults to learn.